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ABSTRACT

Bibliographical information and annotations for the articles published in "Elementary English" from 1924 through 1967 are organized under 35 topical headings arranged alphabetically and cross-referenced. Both author and topic indexes to the entries are provided. (This document previously announced as ED 025 521.) (LH)

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Annotated Index to Elementary English: 1924-1967

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ELEMENTARY ENGLISH

official publication for elementary school teachers of English and the language arts, has been published by the National Council of Teachers of English since 1924. Editors have been C. C. Certain, 1924-1941; Julia Lockwood Certain, 1941-1942; John J. DeBoer, 1942-1961; William A. Jenkins, 1961-1968; Rodney P. Smith, 1968- .

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Foreword

The Committee on the Annotation of *Elementary English* was constituted by the Executive Committee of the National Council of Teachers of English early in 1966 and is perhaps unique in Council activities in that the then Chairman of the Elementary Section remained its sole member. The reception given the *Annotated Index to the English Journal, 1944-1963* had been favorable. This had appeared in 1964 and was the work of the Committee on a Bibliography of *English Journal* Articles, with Anthony Frederick, S.M., as chairman. The Chairman of the Elementary Section believed that the NCTE should consider the annotating of *Elementary English,* and the editor of that journal concurred. The Executive Committee decided to authorize the task of providing an annotated index.

The Chairman of the Elementary Section accepted the charge to provide the index. During his sabbatical leave from the University of Illinois in the fall semester of 1966 he organized the tasks involved in the undertaking. With the assistance of a very large number of graduate students enrolled in his research seminars and in elementary language arts courses at the University of Illinois, some 3,000 articles were eventually annotated. Each of the annotations proceeded through three stages—a rough and sometimes very lengthy treatment, a second and briefer statement, and finally, the annotation. Varying lengths can be explained by recognizing the range of subjects covered as well as the personal writing styles of the various annotators. Some articles of considerable length (and of considerable merit!) simply did not lend themselves to brief annotating.

From the outset the growth of the periodical has been steady but not spectacular. *Elementary English* now has a circulation of about 36,000. *Elementary English Review,* Vol. I, No. 1, appeared in March, 1924, under the editorship of C. C. Certain, who was then the Supervisor of Libraries in Detroit. In the first issue, 9 articles were published; the magazine next appeared in April, May, June, and September. The October number did not materialize, but the November and December issues were slightly expanded to make up for "the lost month." The magazine has been in continuous publication since that time. In 1935, the September issue was discontinued as was the number for June, 1936, leaving October through May as the publication pattern for the years to follow. The name, *Elementary English Review,* was changed to *Elementary English* in 1947.

In its 45-year history, *Elementary English* has had five editors: C. C. Certain, 1924-1941; Julia Lockwood Certain, 1941-1942; John J. DeBoer, 1942-1961; William A. Jenkins, 1961-1968. Rodney P. Smith is currently the editor. A brief early history of the magazine was written by its second editor, Julia Lockwood Certain, for the October, 1954, issue, and in this she observed that the journal had sought to provide articles by educational authorities discussing principles basic to the teaching of English in elementary schools; articles by classroom teachers setting forth their practical experiences in the solution of difficult problems; articles outlining cooperative experiments based upon scientific research; articles discussing prominent writers of the day in the field of children's literature; and articles discussing artists prominent as illustrators of children's books.

Elementary English continues to emphasize research studies, and in any given year the total number of pages devoted to this category of material is usually about 25 percent of the issues. Recently a former editor observed that reading and spelling research studies comprise the greater share of the research reported, with oral language, children's literature, listening, and writing showing less but significant coverage. College professors continue to dominate the writing scene, with school administrators, supervisors, and classroom teachers following in that order.

Attempts have been made continuously by the various editors to secure and publish articles reflecting the best currently available literary and linguistic knowledge and research; the best available from educational philosophy, practice, and research; and these articles have been chosen mainly, but not exclusively, on the basis of their significance to the classroom teacher.

How to convince some people that they have something to contribute, which should be written and eventually shared with co-workers in the teaching of English and the elementary language arts, is a problem that has doubtless faced all editors of *Elementary English*. Attention might be drawn to an interesting piece written by Norman Podheretz. ("The Article as Art," *Harper's*, 217, 1298, [July, 1958]) Podheretz drew attention to a curious fact which he observed on the then current literary scene—that serious novelists appeared to place less valuation on their book reviews, critical pieces, articles about the contemporary world, memoirs, sketches, and the like, produced for magazines, then they did for their novels. He stated in part ". . . the discursive writing of people who think of themselves primarily as novelists turns out to be more interesting, more lively, more penetrating, more intelligent, more forceful, more original—in short, better—than their fiction, which they and everyone else automatically treat with greater respect." (p. 72)

Podheretz asks the question: "Why should the magazine article, of all things, have become so important, and so fertile a genre in our day?" He responds: "I would suggest that we have all, writers and readers alike, come to feel temporarily uncomfortable with the traditional literary forms because they don't *seem* practical, designed for 'use,' whereas a magazine article by its nature satisfies that initial condition and so is free to assimilate as many 'useless,' 'nonfunctional' elements as it pleases. It is free, in other words, to become a work of art." (p. 81)

Certainly there have been some works of art which have appeared in the pages of *Elementary English!* Consider such as these: Margery Bianco's "Writing for Boys and Girls"; Marcia Brown's "The Hero Within"; Witter Bynner's "The Whole Lindsay"; Padraic Colum's "What I Aim at in My Books for Children"; Charles J. Finger's "Why I Write for Children"; W. Cabell Greet's "The Lindsay Records"; Madeleine L'Engle's "The Danger of Wearing Glass Slippers"; Hugh Lofting's "World Friendship and Children's Literature"; Frederic G. Melcher's "Encouraging Writers for Children"; Edward Arlington Robinson's "Vachel Lindsay"; Christopher Morley's "John Mistletoe Remembers Lindsay"; Jesse Stuart's "The Legend of the Trees"; and Hendrik Willem Van Loon's "To the Children." Lindsay himself writes "The New Poem Games." These and scores of others are to be found in issues of *Elementary English*. *Good* articles all!

Many possibilities exist for the researcher. An inspection of the categories of articles included in the *Annotated Index to Elementary English* reveals very real shortage areas, some of which have existed for years and which are definitely worthy of scholarly consideration. Take, for example, the "book report." Is the book report important or unimportant? Does it not occupy a place in the language arts curriculum in today's elementary schools? Who would really know, for a search reveals that *Elementary English* has published but *six* articles on the book report from October, 1927, through October, 1967!

Or take the persisting question. In March, 1967, Grommon (Alfred H. Grommon, "Once More—What Is English?" XLIV [March, 1967], 279-282, 300) asks the question, "What Is English?" Orton Lowe had asked this same question in the February, 1925, issue of *Elementary English*. (Orton Lowe, "What Is Elementary School English?" II [February, 1925], 45-48) What happened to the definition between these dates, and how many individuals tried their hands at defining? With what results?

One of the controlling principles observed in the indexing of both the *English Journal* and *Elementary English* was that materials included in some way had to conform to the term "article." Thus neither volume carries announcements, newsletters, nor ephemeral commentary; nor are reviews or lists carried unless their pertinence appears self-evident. Editorials, humorous pieces, and verse do not appear, nor in the case of the *Annotated Index to Elementary English* do articles from "headed" columns. The coverage is believed to be total—that is, *all* articles have been annotated! Grateful recognition is accorded the numerous students who gave of their time and while it is impossible to name them all, they know who they are, and the NCTE is exceedingly thankful for their untiring efforts. The Council is likewise aware that without the support and encouragement of the Director of Publications this publication would not have materialized. Grateful thanks to her and to the secretaries at NCTE in this venture!

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How to Use This Index

The Contents on pages ix and x lists the thirty-five categories of subject matter into which the annotated articles are divided. Categories appear in alphabetical order with a number assigned to each according to its alphabetical order. Thus, "Art and Illustration" is category 1; "World Literature and Understanding" is category 35. In the Contents, cross references to other categories are also suggested for the added convenience of the user.

Within each category, articles appear under the names of the authors, listed alphabetically. Each listing includes the usual bibliographical data: author, title of article, volume number of *Elementary English,* date of the issue, and page numbers.

Beginning on page 243 is an index of all authors of annotated articles, with references to the page or pages upon which their article or articles appear.

The Topic Index which appears at the end of the book supplements the information given in the Contents. It refers the user to pages containing articles in addition to those he expects to find in the categories: either articles on additional specific subjects or articles on subjects similar to those of the categories but listed elsewhere in the book. Personal names listed in the Topic Index refer to people discussed in the articles, not authors of articles. Again, cross referencing is supplied for the greater convenience of the user of the *Annotated Index to Elementary English: 1924-1967.*

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Annotated Index to Elementary English: 1924-1967

Art and Illustration—I

Allen, Grace W. "The Fun of Reading Well-Designed Books." XII (Oct. 1935), 173-177.

States that design, the fourth dimension of a book, ties the components together into a whole. Designer is interested in four aspects of a book—type, illustrations, reading matter, and binding.

Barnes, Ruth A. "Illustrators." VII (Oct. 1930), 197-201.

"Romance, imagination, excellent draughtsmanship, quaint artistic value, historical accuracy to nation or century, and rare beauty play their part in the work of excellent illustrators and we have many of them from many countries." Gives alphabetized listing of various illustrators.

Dobbs, Ella Victoria. "Art in Relation to General Class Work." IV (Nov. 1927), 259-261, 281.

Proposes that art in the classroom aids motivation, promotes understanding and recall. Through art one is able to see and feel. Art projects should be varied and employed in many areas of the curriculum to meet the needs of individual differences. Art projects should be planned and executed by the student.

Kirk, Marguerite. "Constance Whittemore and the New School Book." VIII (Dec. 1931), 237-240.

A biographical sketch of Constance Whittemore, an artist and illustrator of children's books.

Lee, Emma. "Picture Books for the Modern Child." VIII (June 1931), 141-144.

Discusses the importance of picture books for young children of preschool age. The book entitled *The First Picture Book* was recommended as one of the best.

MacKinstry, Elizabeth. "Children's Books and an Umbrella." VI (Apr. 1929), 91-94.

Acquaints the reader with a wide range of illustrations from children's literature and the changes that have taken place which would fit the framework of "history of art in children's books."

Martin, Helen. "Art of the Modern Children's Book in Europe." XII (Feb. 1935), 36-40.

Main trends and contributions in modern art are illustrated in selected books from 14 European nations. Pictures are most important for children's books, a must if children are to enjoy and be inspired by the book. All authors and artists are striving toward the child audience with the idea in mind of what is the use of a book without pictures.

Miller, Janet L. "Some Picture-Story Books." XXXIII (Apr. 1956), 210-216.

Describes possible uses of story books, factors desirable in picture book selection, and a selected list of good picture books.

Miller, William A. "The Picture Crutch in Reading." XIV (Nov. 1937), 263-264, 274.

Examines the use of pictures in primary readers. Suggests that children do understand what they read when the material has no illustrations. Concludes that pictures do not contribute to understanding.

Neighbors, Helen. "Kate Greenaway—Children's Artist." VI (Apr. 1929), 95-97, 99.

Presents a biographical sketch of Kate Greenaway's contribution to the field of illustrations in children's books.

Newton, Lesley. "Modern Trends in Book Illustrations." IX (Apr. 1932), 89-94, 98, 110.

Explains picture and illustrated books. Says children need help in recognizing good artists. Discusses methods of illustration.

Parnell, Dorothy. "Picture Study in the Grades." VI (Jan. 1929), 24-27.

Favors using good paintings in classroom. Aims to encourage interest while relating pictures to various subjects. Includes units of work springing from pictures.

Petersham, Maud. "Illustrating Books for Children." II (Mar. 1925), 85-89.

Indicates the importance of doing the illustration for the child, not the adult. Reviews the illustrations and discusses their characteristics. Describes different technics in illustrating.

Reece, Cleaves M. "Mr. Newbery Saves the Day." XVIII (Oct. 1941), 213-215, 232.

A play relating the tale of a bookshop.

Rue, Eloise. "An Appreciation of Some Modern Picture Books." XXXIX (Apr. 1962), 314-320.

Stresses good pictures and illustrations as having an important place in the development of children's aesthetic sensibilities. Describes how publishers have worked with educators to find out children's preferences; new "color" books published each year have been submitted to art instructors for their evaluations of the illustrations.

Schatz, Esther E. "Evaluating Picture Books." XLIV (Dec. 1967), 870-874.

Observes that in the past two decades there have been many changes in the way children's books are created and printed and that one can anticipate even more exciting and worthwhile publications in the future. Feels that the pleasures of looking, reading, listening, testing, and selecting belong to the children and adults who avail themselves of the opportunity.

Stanley, Emma M. "Work that Culminated in an Assembly." VII (Apr. 1930), 108, 111.

Offers insights about art. Discusses plans for having students keep note books and collect copies of pictures of famous works of art and having them go to museums.

Vigus, Robert. "The Art of the Comic Magazine." XIX (May 1942), 168-170.

Finds that comics portray fantastic and lurid adventures, a way of escape. Recommends the use of arts and crafts to provide children a chance to explore the world rather than escape it. Feels that children must be educated to face realities.

Walker, Dugald. "How a Child Helps Me Illustrate." III (June 1926), 177-180.

Tells how illustrator conceives ideas for his work aided by 9-year-old boy who reads the story to him, indicating where a picture is to be inserted.

Warnock, Lucile. "Illustration of Children's Books." XV (May 1938), 161-165, 208.

Lists some well-known illustrators of children's books, some of their works and characteristics.

Children's Literature: Authors—2

Adams, Lady. "Rose Fyleman, the Fairies' Laureate." VI ((Mar. 1929), 61-64.

Lauds Rose Fyleman—author of children's fairy stories.

Altstetter, Mabel F. "Berta and Elmer Hader." XXXII (Dec. 1955), 501-506.

Discusses the psychological impact of the Haders' books in children's literature.

Altstetter, Mabel F. "Eleanor Estes and Her Books." XXIX (May 1952), 245-251.

Reviews several books by Eleanor Estes, concentrating on the "Moffats" series.

Altstetter, Mabel F. "Isabella MacDonald Alden." XVIII (Dec. 1941), 291-292, 299.

Presents a biographical sketch of Isabella MacDonald Alden. Points out the reputation she made as an outstanding writer.

Altstetter, Mabel Flick. "Jacob Abbott and Little Rollo." XIV (Feb. 1937), 61-63.

Describes Jacob Abbott's life and his writings.

Altstetter, Mabel F. "Susan Warner and 'The Wide, Wide World'." XIV (May 1937), 165-167.

Gives an account of life of the Warner sisters, one of whom wrote a book entitled *The Wide, Wide World.*

Archer, Marguerite P. "Robert McCloskey, Student of Human Nature." XXXV (May 1958), 287-296.

Believes that children should be led into the reading of classics by light reading such as Mr. McCloskey's books, *Homer Price, Centerburg Tales,* and *Lentil.*

Ayer, Jean. "The Mechanics of Writing for Little Children." XVI (May 1939), 169-175.

Indicates the need for books which children, age 6 to 9, can read by themselves, and offers suggestions for writing for this age group.

Bacon, Frances A. "A Life in the 60's as Reflected in the Alcott Books." IX (Nov. 1932), 231-232, 244.

Discusses the simple, happy life depicted by Miss Alcott in several of her novels.

Bailey, John P. "Three Decades of Dr. Seuss." XLII (Jan. 1965), 7-12.

Describes three decades of books by Dr. Seuss (Theodor Seuss Geisel). Three groups (before the war, 1947-1957, and 1957 to the present) show progressions from flat primary drawings to two-color sketches, from rough poetry and prose to rhythmic poetry, from simple characters to superior characterization of animals and insects.

Beardwood, Valerie. "Betsy-Tacy Stories—Books to Grow On." XXXVI (Nov. 1959), 465-470.

Discusses a book series by Maud H. Lovelace.

Beardwood, Valerie. "A Horse Story with a Difference." XL (May 1963), 479-482.

Introduces several books by Harlan Thompson (Stephen Holt), author of adventure stories, with pertinent biographical information.

Beardwood, Valerie. "Scott O'Dell and *Island of the Blue Dolphins.*" XXXVIII (Oct. 1961), 373-376.

Briefly recounts facts and details in the life and work of O'Dell, well-known writer of children's books, including his Newbery Medal winner, *Island of the Blue Dolphins.*

Bechtel, Louise Seaman. "A Tribute to Margery Bianco." XII (June 1935), 147-149, 165.

Gives a biographical sketch of Margery Bianco and her family. Presents a picture of a rather distinctive personality—a writer, first of novels, then of children's stories, which enjoyed critical approval and sales success, and ranged from imaginative tales to animal stories. Mrs. Bianco, who has lived in Europe and America, reflects both these backgrounds in her writing style.

Bertram, Jean DeSales. "Kurt Wiese—Prolific Artist, Author." XXXIII (Apr. 1956), 195-200.

Discusses the life and works of Kurt Wiese, stressing the influence of his past experiences upon his work.

Bianco, Margery. "Writing Books for Boys and Girls." XIV (May 1937), 161-164.

Tells important points in the writing of books for successful appeal to children.

Bonner, Mary Graham. "The Author and the Illustrator." II (Oct. 1925), 277-279.

Explains the importance of the author and the illustrator of children's books working together to achieve the best results in thought, feeling, and understanding. Illustrator must be able to see what the author's mind and imagination see.

Braybrooke, Neville. "Kenneth Grahame—1859-1932." XXXVI (Jan. 1959), 11-15.

Discusses the works of Kenneth Grahame, whose writings for children include *The Wind in the Willows.*

Briggs, Elizabeth D. "Lewis Carroll, Friend of Children." IX (Jan. 1932), 5-7, 11.

Biographical sketch of Lewis Carroll.

Brodsky, Mimi. "Pep Talk to a Rejected English Teacher-Writer." XLIII (Feb. 1966), 148, 153.

Tries to build morale of writers who have not had manuscripts published.

Brown, George I. "Criteria Used by Editors in Selecting Manuscripts of Children's Books." XL (Nov. 1963), 719-723.

Points to the fact that the criteria used by editors in selecting manuscripts of children's books are very individual; criteria used differ greatly from one editor to another.

Brown, Marcia. "The Hero Within." XLIV (Mar. 1967), 201-207.

Believes that books can help children develop character and personality, and gives examples of such excellent books.

Buchheimer, Naomi. "Magical Caddie." XXX (Feb. 1953), 65-70.

Summarizes some of the many warm books by Carol Ryrie Brink (*Caddie Woodlawn* and *Magical Melons* among them).

Buckley, Irene. "Mariana Prieto: She Has Something to Say." XLIV (Jan. 1967), 7-11.

Tells of an author of children's books which are about Spanish-speaking children. Mrs. Prieto is also a teacher of creative writing to children.

Burgess, Eleanor. "Meindert De Jong, Storyteller." XXXII (May 1955), 267-276.

Looks at the personality of the Dutch author, De Jong, and describes some of his writings.

Burns, Paul C., and Hines, Ruth. "Beverly Cleary: Wonderful World of Humor." XLIV (Nov. 1967), 743-747, 752.

Briefly reviews and evaluates the work of this author from her first attempts which produced *Henry Huggins* (1950), through 1964, depicting her work as "pure Americana," from supermarkets to backyard barbecues, in humorous vein, which give "a picture of life that might well represent us to other peoples."

Burns, Paul C., and Hines, Ruth. "Kentucky Is His Home." XXXVIII (Mar. 1961), 137-140.

Deals with the life of Jesse Stuart and his writings for children and young people.

Burns, Paul C., and Hines, Ruth. "Marguerite L. de Angeli: Faith in the Human Spirit." XLIV (Dec. 1967), 833-839.

Characterizes the writings of Mrs. de Angeli as falling into definite categories—family-related, the Philadelphia area, historical, and minority groups—from the first book which appeared in 1935, through 1965.

Burns, Paul C., and Hines, Ruth. "May Justus: Tennessee's Mountain Jewel." XLI (Oct. 1964), 589-593.

Describes the Tennessee mountain people, their old customs, folk speech, ballads, fiddle tunes, play-party singing games, herb lore, weather signs, nonsense rhymes, tall tales, and riddles. The authors believe that folklore is true Americana, a precious jewel to be treasured for posterity. Miss Justus brings to life in realistic stories a homespun picture of a unique people living in the quiet atmosphere of an isolated, charming region set apart from the hustle-bustle world.

Burns, Paul C., and Ruth Hines. "Miriam E. Mason: Storytelling Sister." XLIII (Jan. 1966), 5-9.

Describes Miriam E. Mason, author of *Susannah the Pioneer Cow, The Middle Sister, Pony Called Lightning,* and *Hoppity.* Miss Mason writes with emotion and strong feelings; each of her books has a dominant theme which is introduced early; her characters are lively; the background, realistic.

Burns, Paul C., and Hines, Ruth. "North Carolina's Thelma and Corydon Bell." XXXIX (Dec. 1962), 757-761.

Sketches the biography of an author of children's books and her illustrator husband.

Burns, Paul C., and Hines, Ruth. "Rebecca Caudill." XL (Nov. 1963), 703-706.

Reports on the life and works of the famed children's author, Rebecca Caudill, who believes that children deserve a better world. She bases many incidents and characters in her books on her own past.

Burns, Paul C., and Hines, Ruth. "Tennessee's Teller of Tall Tales—William O. Steele." XXXVIII (Dec. 1961), 545-548.

Acquaints the reader with William O. Steele, an authority on long hunters and tall tales, who uses his knowledge in writing stories of frontier life for young people.

Burns, Paul C., and Hines, Ruth. "Virginia Lee Burton." XLIV (Apr. 1967), 331-335.

Presents a short biography of Miss Burton and examines her books in light of her philosophy and the appeal of her books.

Bynner, Witter. "The Whole Lindsay." IX (May 1932), 129, 131.

Describes Lindsay as "a child who spoke to the child in the hearts of his hearers. His responses to life were those of a child." Feels children respond to Lindsay's best works as well as childish ones.

Certain, C. C. "The Creation of Dr. Dolittle by Hugh Lofting." I (Mar. 1924), 18-19.

Describes some of Lofting's WWI experiences and shows how these formed the background of Lofting's letters home to the children—which shadowy background nurtured the development of Dr. Dolittle.

Certain, C. C. "Dr. Dolittle, the Children and the Droll 'Huge' Lofting." I (May 1924), 90-92.

Lofting's WWI experiences led him to return to writing, radio work, and working with school groups. These contributed to his development as a children's book author.

Certain, C. C. "Vachel Lindsay at the English Council." IX (May 1932), 132-135, 141.

Presents Lindsay as he appeared before audiences. Comments on reactions from listeners and associates, including Robert Frost.

Certain, C. C. "What the Critics Say of Padraic Colum." I (June 1924), 139-140.

Colum—writer of poetry, drama, and fiction, "a wanderer at heart," more concerned with situation than characterization—writes with the detached attitude of a story teller.

Chambers, Dewey W. "The 'Disney Touch' and the Wonderful World of Children's Literature." XLIII (Jan. 1966), 50-52.

Feels that Walt Disney takes advantage of "poetic license"—of transforming books into the medium of movies, sometimes changing the original text so that the psychological and symbolic understandings are removed.

Collier, Virginia MacMakin. "Why a New Story of Roland?" XIII (May 1936), 174-176, 183.

An account of the travels and searching by the author of "Roland the Warrior" to find the real background of the legends of Roland. She visited Germany, Spain, and France, saw the remains of buildings erected by Charlemagne, models of his palace and cathedral, and the mountains of Roncevaux where Roland and his best friend lost their lives in battle.

Colum, Padraic. "What I Aim at in My Books for Children." I (June 1924), 138.

Irish playwright Padraic Colum refuses to speak down to children in his books by using monosyllabic vocabulary. He states, "I have always thought that children should be treated as fully conscious human beings." For him intelligibility in a story is a matter of clear and direct sentences in episodic order rather than elimination of difficult vocabulary items. With such an approach children are able to cope with vocabulary if the story is about *their* world.

Cooper, Bernice. "The Appeal of the 'Little House' Books to Children." XLII (Oct. 1965), 636-638, 643.

Discusses the continuing appeal of the "Little House" books, a series by Laura Ingalls Wilder, concerning her own girlhood in the Midwest during the 1870's and '80's.

Cooper, Bernice. "The Authenticity of the Historical Background of the 'Little House' Books." XL (Nov. 1963), 696-702.

Endeavors to validate the authenticity of the "Little House" books written by Laura Ingalls Wilder, and finds that they are completely accurate historically.

Crosson, Wilhelmina M. "Florence Crannell Means." XVII (Dec. 1940), 321-324, 326.

Reviews the life and career of Florence Means.

Darby, Ada Claire. "The Negro in Children's Books." XXI (Jan. 1944), 31-32.

Describes author's defense of Negro dialect in her stories, particularly *Jump Lively, Jeff*.

Deksnis, Alma. "Beatrix Potter." XXXV (Nov. 1958), 431-440.

Presents the life and works of Beatrix Potter, creator of such characters as Peter Rabbit, Pigling Bland, Squirrel Nutkin, Benjamin Bunny, and the tailor of Gloucester.

Dunsmore, Jessie. "The Realistic Story: A Mirror of the Times." X (Nov. 1933), 229-232.

Describes the work of Maria Edgeworth. Deplores the tendency to overemphasize the fanciful as opposed to the realistic, and declares that there are very few realistic stories for young children.

Ewing, Jane. "Sharing Thurber with Children." XXXII (Feb. 1955), 99-100.

Describes four of James Thurber's books—*The White Deer* and *The 13 Clocks,* which appeal to children 12 and older, and *The Great Quillow* and *Many Moons,* for ages 6 through 12.

Farquhar, Margaret C. "The Magic Rug of Ingri and Edgar Parin D'Aulaire." XXX (Apr. 1953), 197-201.

Reviews 14 books written by the husband and wife team, Edgar Parin and Ingri D'Aulaire.

Fenwick, Sara I. "Exploring History with Genevieve Foster." XXXI (Oct. 1954), 315-321.

Instead of the traditional method of teaching history by vertical columns of events and dates, the author suggests using Genevieve Foster's biographies of great men as an introduction to periods in history.

Ferris, Helen. "On a Certain Consideration in Writing for Boys and Girls." XVI (Oct. 1939), 213-215, 220.

Recommends professional instruction to develop necessary technical skill of a writer. Contends that an understanding of children and a knowledge of one's purpose as a writer are essential to one's writing stories for children.

Finch, Hardy R. "Munro Leaf: Writer for All Children of All Ages." XXX (Nov. 1953), 405-411.

Describes Leaf's writings between 1934 and 1956, showing reasons for his popularity. Summarizes some of his books.

Finger, Charles J. "Why I Write for Children." II (Oct. 1925), 274.

Gives reasons for his writing children's literature, and makes suggestions for those interested in writing for children.

Flanagan, Frances. "A Tribute to Laura Ingalls Wilder." XXXIV (Apr. 1957), 203-213.

Summarizes Laura Ingalls Wilder's contributions to children's literature, especially through the "Little House" books.

Greaney, Katherine B. "Scott O'Dell's *Island of the Blue Dolphins.*" XLIV (May 1967), 466-467.

Presents several technics to be used for studying both the book and the film.

Greet, William Cabell. "The Lindsay Records." IX (May 1932), 122, 128.

Describes a man (Vachel Lindsay) who came to author's office to request that his voice be recorded—he had been rebuffed by record companies. Criticizes attitudes of such companies.

Groff, Patrick J. "Children's Poetry of Harry Behn." XXXVII (Nov. 1960), 441-446.

Distinguishes rhythm, sound, sense, and suggestion as elements which children's poetry should contain, and evaluates Harry Behn's poetry in terms of these elements. Behn possesses an unusual talent for writing children's poetry, his only shortcoming being neglect of critical editing.

Groff, Patrick J. "The Children's World of Ludwig Bemelmans." XLIII (Oct. 1966), 559-568.

Describes briefly Bemelman's life, his childhood, writing, art, and the quality of his work, with interpretations of his writings and pictures.

Gunderson, Ethel A. and Agnes G. "A. A. Milne and Today's Seven-Year-Olds." XXXIX (May 1962), 408-411.

Explains concretely and effectively why A. A. Milne's poems are well received by children in the modern day of primary education.

Harbage, Mary. "The Borrowers at Home and Afield." XXXIII (Feb. 1956), 67-75.

Reviews Mary Norton's *The Borrowers* (winner of the Carnegie Medal in 1952) and its sequel, *The Borrowers Afield.*

Harbage, Mary. "Robert McCloskey, He Doesn't Forget." XXXI (May 1954), 251-259.

Describes the work of the children's author, 1942 Caldecott Medal winner, and the sources of his writings.

Higgins, James E. "*The Little Prince*: A Legacy." XXXVII (Dec. 1960), 514-515, 572.

Briefly reviews the children's book by the French author, Antoine de Saint-Exupéry. Feels that the power of the book might be found in the facts that it is unique, that it poses problems for the reader, no matter who he may be, and that it never fails to respect the intelligence of the reader, no matter how young. Adults are the target for Saint-Exupéry's satire, which advances his theory that adults have no monopoly on wisdom.

Hines, Ruth, and Burns, Paul C. "Rumer Godden." XLIV (Feb. 1967), 101-105.

Presents a brief biography of the British author Rumer Godden, and discusses several of her books as well as her philosophy on children's books.

Hollowell, Lillian. "Marguerite de Angeli—Writer and Illustrator for Children." XXIX (Oct. 1952), 317-325, 358.

Discusses children's books written by Marguerite de Angeli, one of the first authors to write sympathetically of minority groups.

Hunt, Mate Graye. "Eric P. Kelly, Interpreter of Poland." XVII (May 1940), 187-189, 193.

Discusses the great works of Eric P. Kelly as a literary interpreter of Poland for young readers. Includes a list of his books.

Hurley, Beatrice J. "Wanda Gág—Artist, Author." XXXII (Oct. 1955), 347-354.

Surveys the talents of Wanda Gág, author-illustrator in the field of children's literature, noting characteristics of her work.

Irvine, Ruth R. "Marie Hall Ets—Her Picture Storybooks." XXXIII (May 1956), 259-265.

Discusses Marie Hall Ets, author and artist, and several of her books, many of which are about animals.

Jacobs, Leland B. "Lois Lenski's Regional Literature." XXX (May 1953), 261-266.

Gives criteria for good regional fiction and shows how Lois Lenski's books meet those criteria.

Joan, Sister Mary. "Christina Rossetti: Victorian Child's Poet." XLIV (Jan. 1967), 24-28, 31.

Presents many of Miss Rossetti's poems from the volume *Sing-Song* and gives some reasons for their success with children.

Johnson, Margaret M. "The Parkses: A Writing Pair." XLII (Nov. 1965), 747-752.

Reviews style and approach of Dr. and Mrs. Edd Parks and gives a short synopsis of each book by the two authors.

Jordan, Mrs. Arthur M. "Arthur Chrisman—Newbery Medalist." III (Oct. 1926), 251, 267.

Discusses Arthur Chrisman's book, *Shen of the Sea,* which in 1925 won the Newbery Medal, given for the most distinguished contribution to American childhood. Describes layout, illustrations, and content.

Kane, Ruth B. "Roger Duvoisin—Distinguished Contributor to the World of Children's Literature." XXXIII (Nov. 1956), 411-420.

Discusses Roger Duvoison and his work as a writer and illustrator of books for children.

Lansner, Helen. "The Genius of E. Nesbit." XLIII (Jan. 1966), 53-55.

Praises the late Edith Nesbit, a scarcely known writer for young people. Her books, filled with excitement and touched with magic, weave reality and magic to enhance a story of exciting adventure, filled with difficulties. Some of her best known books include the Bastable books (*The Adventures of the Treasure Seekers, The Wouldbegoods, The New Treasure Seekers*) and *The Five Children and It, The Story of the Amulet,* and *The Phoenix and the Carpet* (which all deal with the adventures of one family).

Larrick, Nancy. "Robert McCloskey's 'Make Way for Ducklings'." XXXVII (Mar. 1960), 143-148.

Tells of the time-consuming work, the amusing incidents, the printing process, and the exacting details required to achieve variety, perspective, and mounting interest from spread to spread, that went into the writing and design of *Make Way for Ducklings,* by Robert McCloskey, 1942 Caldecott Medal winner. In this book and subsequent books and speeches, McCloskey voices his protest against the overwhelming mechanization of society and a plea that every child be taught design and drawing as a part of the curriculum.

Lehr, Elizabeth. "A New Game of Authors." XII (June 1935), 154, 165.

Describes a method 4th, 5th, and 6th graders used making their own "Authors" game on file cards, using authors and stories familiar to their reading group.

Lembke, Ruth C. "We Met Aurora Labastida of Mexico." XXXIX (Jan. 1962), 46-47.

Tells of the author's visit with Aurora Labastida, coauthor of the Caldecott winner, *Nine Days to Christmas,* and describes Miss Labastida's work and personality.

L'Engle, Madeleine. "The Danger of Wearing Glass Slippers." XLI (Feb. 1964), 105-111, 153.

Believes that "a book that is only for grown ups, or only for 6-year-olds, or 10-year-olds, or adolescents, may serve a purpose, but it is a limited purpose, and is usually bound by its place in time and culture."

Lothrop, Margaret Mulford. "The Wayside, Home of Three Authors." X (Apr. 1933), 98-100, 111.

Discusses the lives of three famous children's authors, Louisa Alcott, Nathaniel Hawthorne, and Margaret Lothrop.

Lovis, Marion. "Charles Boardman Hawes—An Appreciation." I (June 1924), 143-144.
Pays tribute to the outstanding books of special interest and appeal for young boys by a writer whose contributions included *The Mutineers, The Great Quest, The Dark Frigate,* and others.

MacCampbell, James C. "Virginia Lee Burton: Artist–Storyteller." XXXIII (Jan. 1956), 3-10.
Tells of the life of Virginia Lee Burton and the typical devices in her works that make them appealing to children.

MacCampbell, James C. "The Work of Elizabeth Yates." XXIX (Nov. 1952), 381-389.
Analyzes Elizabeth Yates' literary style. Includes book reviews for the teenage and the young adult reading level.

Markey, Lois R. "Kate Seredy's World." XXIX (Dec. 1952), 451-457.
Analyzes author-illustrator Kate Seredy's literary and art styles and relates them to personal life.

Martin, Anne. "Ruth Krauss: A Very Special Author." XXXII (Nov. 1955), 427-434.
Discusses style, form, and content of children's picture books. Calls for quality, high interest, easy-to-read books to encourage children to read for enjoyment.

Massee, May. "Carl Sandburg as a Writer for Children." V (Feb. 1928), 40-42.
Pleads for adult acceptance of Carl Sandburg's stories for children with their ridiculous exaggeration, understanding of humans, and lack of moralizing. The stories are humorous; the language is musical with plays on syllables and words. As in all of his writing, Sandburg exhibits a feeling for the language.

Master, Helen E. "John Newbery: 'Friend of all Mankind'." X (Oct. 1933), 189-191.
Informs the reader about John Newbery, "Father of Children's Literature," about whom little is actually known.

Meigs, Cornelia. "The School in the Barn." IX (Nov. 1932), 227-229.
Describes the school opened for young children by Louisa M. Alcott. Among the pupils were Ellen Emerson, daughter of the poet, and Mary Wheeler, who later founded her own successful school.

Melcher, Frederic G. "Encouraging Writers for Children." I (June 1924), 125-127.
The donor of the John Newbery Medal states that "the idea behind the medal has been to have it serve as a means of emphasizing the fact that literature for children is not a closed list but is a continually growing field and that additions to the literature for children should be encouraged by some recognition that might help to indicate that writing for this field has a value and importance similar to writing in other fields."

Melcher, Frederic G. "Vachel Lindsay in the Schools." IX (May 1932), 117-119.
Relates his experiences with Vachel Lindsay as the poet captured audiences in the public elementary and high schools. Portrays Lindsay as a man of versatility and warm, direct character who appealed to a variety of age groups with assorted interests. Includes in the article the poems, "The Kallyope Yell," "General William Booth Enters into Heaven," and "The Bubble Crown."

Morley, Christopher. "John Mistletoe Remembers Lindsay." IX (May 1932), 128.
Represents yet another tale of Vachel Lindsay as his closest associates knew him. Morley tells of the evening after a recital when a small group including Lindsay, who was "drunk with the pure excitement of a poet," entered a restaurant and captivated its patrons with poetry and merrymaking.

Murdoch, Clarissa. "Charles J. Finger, High-Hearted Adventurer." II (Oct. 1925), 271-273.
Biographical sketch of Charles J. Finger reveals some of his occupations and how his colorful background contributed to his writing. Lists some of his works.

Murdoch, Clarissa. "Cornelia Meigs, Chronicler of the Sea." V (May 1928), 148-149, 153.
Writes that Cornelia Meigs' works are valuable because (1) she makes history come alive; (2) she writes truthfully and

entertainingly; (3) her love of country is evident in her writing; and (4) her books establish atmosphere and appeal to the imagination of her readers.

Murdoch, Clarissa. "A Visit to the Alcott Home." V (Nov. 1928), 259-260, 284.
Describes a visit to the Alcott Home in Concord, Massachusetts.

Murdoch, Clarissa. "William Beebe." V (Jan. 1928), 11-12, 31.

Describes the personality of and presents a brief life sketch of William Beebe, writer of nature stories, animal stories, and bird stories.

Nesmith, Mary Ethel. "The Children's Milne." IX (Sept. 1932), 172-173, 192.
Discusses the work of the author A. A. Milne and his contribution to children's literature.

Nesmith, Mary Ethel. "Hilda Conkling." IX (Nov. 1932), 241-243.
Gives an account of the early life of Hilda Conkling, a gifted child poet.

Novak, Barbara. "Milne's Poems: Form and Content." XXXIV (Oct. 1957), 355-361.
Notes that Milne's lyrical, whimsical, and intimate poetry is achieved through his content and the formal structure. Lists many of Milne's poems along with a general statement of their content; most of them are about children.

Ort, Lorrene Love. "Theodor Seuss Geisel—The Children's Dr. Seuss." XXXII (Mar. 1955), 135-142.
Tells why Dr. Seuss and his books are well liked. Discusses illustrations, satirical touches, word play, suspense, and continuity from book to book.

Painter, Helen W. "Elizabeth Yates: Artist with Words." XLII (Oct. 1965), 617-628, 650.
Explains the life of Elizabeth Yates and the ways she creates children's books. Concludes with advice to young authors.

Painter, Helen W. "Little Toot—Hero." XXXVII (Oct. 1960), 363-367.
Pays tribute to Hardie Gramatky, author of *Little Toot, Loopy, Creeper's Jeep, Sparky,* and *Homer and the Circus Train,* and declares that the charm of these books is that machines take on childlike, irrepressible character and become full-blown human personalities which delight readers.

Painter, Helen W. "Lynd Ward: Artist, Writer, and Scholar." XXXIX (Nov. 1962), 663-671.
Presents a brief biographical article of a famous illustrator of children's books.

Painter, Helen W. "Marcia Brown: A Study in Versatility." XLIII (Dec. 1966), 841-855, 876.
Presents the life and artistic philosophy of Marcia Brown as well as examples of her work.

Painter, Helen W. "Richard Chase: Mountain Folklorist and Storyteller." XL (Nov. 1963), 677-686.
Discusses the life and works of Richard Chase, author of *Jack Tales, Grandfather Tales,* and *American Folk Tales and Songs.*

Painter, Helen W. "*Rifles for Watie*—A Novel of the Civil War." XXXVIII (May 1961), 287-291, 297.
Reviews the 1958 Newbery Award book, *Rifles for Watie* by Harold Keith, in which the Civil War is presented with historical accuracy and the characters are viewed as realistic.

Perkins, Lucy Fitch. "'The Twins'—Their Origin." XIII (May 1936), 169, 193.
Reviews how the author came to write her series of stories with a geographical background and historical basis. She was an author and illustrator who used her illustrations to stimulate the emotion and interest of children who read her books. She used a group of children to criticize and comment on the books before sending them to the publisher.

Potter, Greta Lagro. "A Christmas Gift to Alice—1863." XL (Dec. 1963), 818-820.
Tells how the real Alice inspired Lewis Carroll to write *Alice's Adventures in Wonderland.*

Ramsey, Irvin L. "Holling C. Holling: Author and Illustrator." XXXI (Feb. 1954), 67-71.
Presents survey of Holling's work, especially writings about American Indians.

Ramsey, Irvin L. and Lola B. "Aileen Fisher: Like Nothing at All." XLIV (Oct. 1967), 593-601.

Offers an exhaustive bibliography of Aileen Fisher's work, describing her as a writer who is prolific, versatile, realistic, perceptive, and whole. Argues that this is why she succeeds in her poetry, nature picture books in verse, and prose.

Rexinger, Lena. "Charlie May Simon—One of Us." XXXII (Feb. 1955), 71-75.

Sketches biography and gives partial listing of the works of Charlie May Simon, a writer of regional literature.

Rice, Mabel F. "The Poetic Prose of Elizabeth Coatsworth." XXXI (Jan. 1954), 3-10.

Reviews Elizabeth Coatsworth's work. Fascinated by nature in general and cats in particular, Miss Coatsworth has no difficulty in obtaining material for her books. Aimed at audiences of all ages, her efforts succeed due to an ideal blending of the poetic and the practical.

Richards, George M. "Lindsay in Bohemia." IX (May 1932), 130-131.

Relives a personal memory of Vachel Lindsay as a young man.

Robinson, Edwin Arlington. "Vachel Lindsay." IX (May 1932), 115.

Describes Vachel Lindsay as a "triumphant combination of the troubadour and the evangelist" in this tribute.

Roller, Bert, "Early American Writers for Children: Eliza Follen." (1) VIII (Nov. 1931), 213-217, 224; (2) VIII (Dec. 1931), 241-242, 250.

Relates the biography of an early American poet, Eliza Follen.

Concludes the biography of Eliza Follen (part 2 of a two-part presentation).

Roller, Bert. "Early American Writers for Children: Lydia H. Sigourney." IX (Nov. 1932), 233-234, 244.

Discusses the poetry of Lydia H. Sigourney, who influenced Louisa May Alcott, with emphasis on the fact that though Mrs. Sigourney's works were sentimental (and are seldom read today), they were most popular in the 19th century.

Roller, Bert. "Early American Writers for Children: Anna Marie Wells." X (May 1933), 119-120, 134.

Discusses the life and writings of Mrs. Thomas Wells, who lived in Massachusetts in the early 19th century and wrote children's poetry. Her poems are gay and sprightly, never morbid or sentimental; they received generous space in the monumental 1916 anthology compiled by Edith Emerson Forbes, daughter of Ralph Waldo Emerson, entitled *Favourites of a Nursery of Seventy Years Ago.*

Rollins, Charlemae. "Clara Ingram Judson: Interpreter of America." XXX (Dec. 1953), 477-484.

Discusses the life, philosophy, and writings of Clara Ingram Judson, author of the "Mary Jane" and "They Came From" series.

Rollins, Charlemae. "The Work of Doris Gates." XXXI (Dec. 1954), 459-465.

Sketches biographically the background of the children's author, Doris Gates. The article contains a review of her book, *Little Vic.*

Rollins, Philip Ashton. "Will James, Author of the Cowboy." V (Jan. 1928), 5-7.

Depicts the life of Will James, who was a cowboy as well as an American author.

Root, Shelton L., Jr. "Ludwig Bemelmans and His Books for Children." XXXIV (Jan. 1957), 3-12.

Assesses Bemelmans' own statements about his writing and, as a result of thorough study of his stories supplemented by an interview with Bemelmans' editor, traces the growth of Bemelmans from artist to writer-illustrator. Describes Bemelmans' earlier efforts (*Hansi, The Golden Basket*), some of his less successful ventures (*Parsley, The High World*), and his highly successful books (*Madeline, Madeline's Rescue, Madeline and the Bad Hat*).

Rugg, Sarah Pomeroy. "A Practical Way of Celebrating the Alcott Centenary." IX (Nov. 1932), 230, 243.

Describes commemoration of Louisa May Alcott centennial in New England.

Saltus, Elinor. "A Literary Pilgrimage." XXXIII (Nov. 1956), 421-425.

Gives an account of the author's meeting with Arthur Ransome, author of such children's books as *The Swallows and the Amazon, The Big Six,* and *Coot Club.*

Sartain, Harry W. "Dorothy Aldis: Poet Laureate of Young Children." XLIV (May 1967), 453-460.

Presents a short biography of Mrs. Aldis and discusses her books and poems. Lists essential qualities for children's poetry: (1) worthwhile idea; (2) honesty; (3) uniqueness; (4) imagery; (5) musical quality; (6) mood; and (7) appeal to emotion.

Saucier, Earl Noland. "Caroline Howard Gilman." XIX (Oct. 1942), 197-198.

Acquaints the reader with a biography of Mrs. Gilman, a writer of children's poetry before the Civil War. She had charge of a magazine in the early years of children's literature in America.

Seaman, Louise. "Some Modern Authors." VI (Apr. 1929), 107-108.

Contains brief biographical sketches of a few children's authors, dwelling on the type of person each author is, which leads him to write the type of books he does.

Seredy, Kate. "The Country of 'The Good Master'." XIII (May 1936), 167-168.

Author gives the background of her book, *The Good Master.* It covers the events which the author experienced as a child on a visit to a small Hungarian village. The peasants there were artists, who held absolute confidence in divine Providence.

Shakin, Grace. "Our Debt to Carolyn Haywood." XXXII (Jan. 1955), 3-8.

Presents a comprehensive and illustrated summary of the children's books written by Carolyn Haywood.

Shenk, Dorothy C. "Hugh Lofting, Creator of Dr. Dolittle." XXXII (Apr. 1955), 201-208.

Describes writings of Hugh Lofting and creation of "Dr. Dolittle," citing nine reasons for the popularity of the Dolittle books.

Shippen, Eliza P. "Rose Fyleman." XXXV (Oct. 1958), 358-365.

Introduces Rose Fyleman, "poet of the fairies," and her theory of writing.

Sicherman, Ruth. "An Appreciation of Robert Lawson." XLIV (Dec. 1967), 866-869, 874.

Recounts some of the background of an individual who is the only person to have won the Caldecott Award (1941, for *They Were Strong and Good*) and the Newbery Medal (1945, for *Rabbit Hill*).

Skidmore, Harriet Bond. "Dhan Gopal Mukerji—A Biographical Sketch." IV (Dec. 1927), 295-296.

Writes briefly about Dhan Gopal Mukerji, author of several books for children.

Skinner, Constance Lindsay. "Let Us Talk Together." XIV (May 1937), 159-160, 188.

States that adventure stories were the author's first literature. Tells of her own inspirations and efforts in writing.

Smith, Rosemary. "Walt Disney's Mary Poppins." XLIV (Jan. 1967), 29-31.

Gives reasons, with examples, for feeling that Walt Disney, in his book and film, destroyed "the remarkable personality of Mary Poppins herself and the meaning and magic of the individual stories."

Spencer, Hazelton. "Lindsay and the Child's Approach to Art." IX (May 1932), 120-121, 127, 131.

Describes some of Lindsay's feelings about poetry: poetry heard, not seen, and perpetuated through audiences of children. Lindsay's poems show American history and geography—children see beauty in daily surroundings.

Sullivan, Sheila R. "Fairy Gold in a Storyteller's Yarn." XXXV (Dec. 1958), 502-507.

Introduces Ruth Sawyer and her works, especially *Roller Skates* and the Christmas stories.

Templin, Elaine. "Enjoying Festivals with Katherine Milhous." XXXIV (Nov. 1957), 435-443.

Presents biographical facts of Miss Milhous' early childhood and the avid reading which influenced her writing. Her love of festivals influenced her *Snow Over Bethlehem;* her desire to create with her hands influenced *The Egg Tree* and *Appolonia's Valentine;* and her illustrative talents show in her first self-illustrated and written book, *Lovina.* Her work displays her standard that good art must have an intangible, indefinable force that is felt rather than seen.

Templin, Elaine. "Leo Politi, Children's Historian." XXXIII (Oct. 1956), 323-331.
Gives a brief biography of Leo Politi, Fresno-born Italian artist and writer of children's stories, many of which are interwoven with history.

Thompson, Blanche Jennings. "On Listening Hill." XV (Oct. 1938), 217-220.
Reviews life and works of Kate Seredy, an artist and author of children's books.

Van Loon, Hendrik Willem. "To the Children." I (Apr. 1924), 48-49.
States that "if you really want to learn to write, then you will learn to do exactly what Kreisler did the first twenty years of his life. This was practice and study and working in loneliness and poverty until every idea becomes consciously changed into an expression which is pleasing to the audience and expresses exactly what the author has wanted to say."

Wakefield, Catherine F. "Lindsay as the Poet Uncle." IX (May 1932), 126-127.
Remembers her Uncle Vachel teaching her and her sister—part was acting out (in song or dance) Lindsay's poems.

Walter, Ruth B. "Morton Schindel: Creator of Picture Book Parade." XXXIX (Nov. 1962), 685-690.
Describes the work of Morton Schindel in converting picture books into motion pictures for children.

Wenzel, Evelyn. "'Little House' Books of Laura Ingalls Wilder." XXIX (Feb. 1952), 65-74.
Discusses qualities of the "Little House" books which give children insight into their own problems and needs.

Wenzel, Evelyn. "Ann Nolan Clark: 1953 Newbery Award Winner." XXX (Oct. 1953), 327-332.
Records how Ann Nolan Clark's writing for children grew naturally out of her work as a teacher, and how she is able to effect communication between cultures so sensitively. Describes Newbery Award winning book, *Secret of the Andes.*

Wilcox, Susan E. "My Tow-Headed Pupil, Vachel Lindsay." IX (May 1932), 123-125, 131.
Writes of Lindsay as a young man in the years between high school and his recognition as an artist. Includes such details as his near penniless days, the selling of his first poem, and his boyhood interests.

Wilt, Miriam E. "In Marguerite Henry—The Thread That Runs So True." XXXI (Nov. 1954), 387-395.
Gives the reader an insight into the life and writings of Marguerite Henry, author of well-known horse stories.

Children's Literature: Bibliographies and Booklists—3

Allen, Blanche C. "Choosing Children's Books." (1) IX (Oct. 1932), 202-204, 224; (2) IX (Nov. 1932), 235-238.
Reviews criteria for evaluating new children's literature. Suggests that illustrations, word usage, and plot are important factors.
Encourages the use of poetry and folk tales with young children to take advantage of their interest and impressionable age. Lists some of the important authors and contributors as well as suggestions of use for librarians.

Allmon, Anna. "Animal Stories for the Over-Age Pupil." XII (Oct. 1935), 194-198.
Lists animal stories for over-age pupils; divides them into 3 levels of difficulty.

Andrews, Siri. "Vacation Books." III (June 1926), 190-193, 204.
Reviews several children's books. Compiles list at end.

Bailey, Grace D. "Getting Acquainted with Christmas Books." XXII (Dec. 1945), 301-303, 336.
Illustrates an experiment with 6th grade children in acquainting them with Christmas resource materials in their school library.

Bartell, Joyce. "The Lewis Carroll Shelf Award." XXXVI (Mar. 1959), 159-166.
Lists and describes the 16 books which won the Lewis Carroll Shelf Award in 1958. The first purpose of this award is to show

parents, teachers, librarians, and writers that good writing can serve as a criterion for evaluating books for children. The standard used was Lewis Carroll's *Alice in Wonderland*. The second purpose of the award is to aid in gathering together excellent books.

Beale, Harriet. "Professional Guidance in the Selection of Literature." VIII (Nov. 1931), 222-224.

Prescribes a method of selection of literary items for young readers in the school.

Belser, Danylu and Birdie A. "Easy Books for the Intermediate Grades." (1) XVII (Oct. 1940), 235-239; (2) XVII (Nov. 1940), 285-289.

Presents a bibliography of reading material of interest to those children whose reading ability is below their general maturity level. Books were selected on the following criteria: (1) embody a high degree of children's interests; (2) use simple vocabulary and style of writing; (3) compiled by authorities in child education; (4) found useful in developing attitudes and abilities in reading.

Boyd, Jennemary. "Passports to the Promised Land." XXXV (Nov. 1958), 441-449.

Reviews ten books for or about Negro children.

Brewton, John E. "Glimpses of Glory in Children's Books." XIX (May 1942), 155-162.

Describes for teachers, parents, and librarians some beautiful books which should be brought within the reach of every child.

California Library Association. "Choosing the Right Book—A List for Teachers and Librarians to Use with Retarded Readers." XVI (Jan. 1939), 21-23.

Reports books suggested by public and county librarians of California for use with retarded readers in grades 4 to 9.

Cappa, Dan. "Storybooks that Appeal to Kindergarten Children." XXXI (Jan. 1954), 30-34.

Gives two lists of recommended books for kindergartens. Endorsement is based on the reactions of a group of California children to them. First list consists of books all the children responded to favorably. Second catalogue contains story titles accepted by the majority of children observed.

Carr, Constance. "Substitutes for the Comic Books." (1) XXVIII (Apr. 1951), 194-200, 214; (2) XXVIII (May 1951), 276-285.

Relates the concern of the author for children who are "addicted" to comic books to the exclusion of more profitable reading. Suggests substitutes, such as stories with adventure, excitement, or humor, and, recommends that they be easily obtained, quickly read, and contain many illustrations. Classifies books by areas of difficulty and motif: (1) "sure-fire" authors, (2) stories of humor and fun, (3) adults in ridiculous positions, (4) getting ahead against great odds, (5) "the little hero," (6) and real boys and girls as heroes.

In contrast, Carr devotes further attention to comic books and shows that they could be used as substitutes for adventure stories. Lists comic books which could serve as reading material in the area of adventure, most of them being close to the American scene. Tries to classify them into suitability for age groups, also.

Certain, C. C. "Books, the Ideal Gift." II (June 1925), 207-210.

Expresses concern with training children to make wise choices in the selection of books as awards of merits and as gifts. Includes a lengthy bibliography of books, selected aids, and a statement of standards for elementary school librarians.

[Certain, C. C., and Classes.] "Suggestions for Halloween." III (Oct. 1926), 266-267.

Maintains that schools should guide children in constructive activities during the Halloween period. Children can do worthwhile things in a secretive or mysterious way.

"Children's Books of 1936." XIII (Oct. 1936), 234-238.

Lists titles, authors, illustrators, publishing companies, date of publication, price, short paragraph reviews, and recommendations on more than 50 books in several divisions for children.

Connell, Joanna Z. "Newbery Prizes: Awards and Authors." XIII (Oct. 1936), 209-214, 222.

Outlines winners of the John Newbery Medal, given in honor of John Newbery to outstanding authors for their contribution to children's books. Describes the 1936 winning author and his book.

Corcoran, Margaret M., and Van Horn, Catherine L. "What the Children Read and Why." II (Oct. 1925), 287-288.

Tells about some of the books popular with children and why they are popular.

Council on Books in War Time. "Children's Books on the United Nations." XX (Oct. 1943), 243-245.

Presents a list of books chosen to describe the countries of the United Nations.

Davis, David C. "A Tool for the Selection of Children's Books: The Lewis Carroll Shelf Awards." XXXVIII (Dec. 1961), 549-552.

Discusses the criteria used to judge children's books in awarding the Lewis Carroll Shelf Awards. Lists books which have been awarded the honor.

Dees, Margaret. "Easy to Read." XXXIX (May 1962), 418-420.

Consists of a helpful, up-to-date bibliography of books costing about $2 or less. Gives author, title, and publisher.

DeGoza, Dorothy E. "The Christmas Bookshelf." VIII (Dec. 1931), 243-245, 248.

Discusses how best to choose children's books for Christmas gifts. Gives a select list.

Dick, Grace I. "Christmas—A Bibliography for Children." IX (Dec. 1932), 272-273.

Lists without annotation a bibliography of 136 Christmas books and stories.

Dickey, Leona. "Books on Family Relationships for First Grade." XXVIII (Nov. 1951), 417-421.

Includes an annotated bibliography of books appropriate for teaching family relationships including mother-child, father-child, and sibling relationships to young children, and provides commentary on the developmental value of each.

Donelson, Kenneth L., and Fagan, Sharon. "A Selected Bibliography for Non-Middle Class Children, Grades 6-10." XLIV (Dec. 1967), 856-861.

Authors present a list, with brief annotations, of books with non-WASP and non-middle class protaganists. Maintain they attempted to avoid books which seemed more overwhelmed with the social problem than the writing of a book.

Downing, E. Estelle. "International Good-Will Day." III (Apr. 1926), 134-138.

Suggests a program for International Good-Will Day; includes staging, costuming, etc., by World Federation of Teachers. Suggests materials for each country.

Eaton, Anne. "Some Old Favorites." II (Oct. 1925), 285-286.

Gives a list of books popular with children in grades 2-6 at the Lincoln School, Teachers College, Columbia University.

Fedder, Alice N. "Children's Books about Foreign Countries: Canada." XXVI (Mar. 1949), 132-141.

Reviews books about Canada and categorizes them according to subject.

Fitch, Viola K. "Children's Books about Africa." XXVI (May 1949), 268-278.

Reviews and suggests books for adults and children about Africa. Urges that such lists be kept up to date because of Africa's changes and diversities.

Foster, F. Marie. "A Read-Aloud Baby Bookshelf." XVII (Jan. 1940), 9-10, 14.

Suggests a collection of "read-aloud" picture books for preschool children.

Foster, F. Marie. "Under the Circus Tent." XVIII (May 1941), 167-171, 191.

Annotates a bibliography of music records, films, songs, poems, picture books, stories, and reference books for the teacher concerning material in preparation for a unit on the circus.

Foster, Jane. "Children's Books 1932." IX (Oct. 1932), 217-222.

Compiles a list of good children's books, categorizing them according to general subject. Uses general categories of Biography, New Yorkers, Indians, Long Ago, Fairy Tales. Gives the author, illustrator, price, year published.

Foster, Jane. "New Books for Children." X (Oct. 1933), 209-213.

Lists Fall 1933 books, categorized into (1) picture books, (2) points of the compass, (3) other times, (4) biography, and (5) miscellaneous fiction.

Foster, Jane. "Recent Books for Christmas." VIII (Nov. 1931), 225-226, 228.

Reviews four Christmas books for young children. Also lists a bibliography of other Christmas books.

French, Ruth, and Nora, Sister Mary. "What Are Some Resources for the Teacher of Children's Literature?" XLI (May 1964), 516-525, 531.

Gives a selective bibliography of motion pictures, filmstrips, records, source guides, pamphlets, brochures, and references for teacher background.

Frogner, Ellen. "Books for a Friendly World." XX (Oct. 1943), 224-229.

Presents a selected categorized list of recommended books on cultural affairs for children's reading.

Fry, Edward, and Johnson, Warren. "Booklist for Remedial Reading." XXXV (Oct. 1958), 373-379.

Lists books recommended for use in a remedial reading program, graded by difficulty and ranked by apparent usefulness.

Geltch, Irene, and Meloy, Irene B. "Some Outstanding Children's Books of the Year." XXII (Dec. 1945), 312-316.

Annotates a list of children's books, subdivided into those for primary, middle, and upper grades.

Geltch, Irene, and Meloy, Irene B. "Some Recent Books for Children." XXV (May 1948), 290-297, 337.

Lists more recent books for children, dividing them into the categories of primary, middle grades, and the upper grades. Lists also the publisher, title, cost, and number of pages. Each listing has a paragraph relating to the book contents or story plot.

Groff, Patrick. "Recent Easy Books for First-Grade Readers." XXXVII (Dec. 1960), 521-527.

Lists 359 recent books for 1st grade readers and offers a controlled vocabulary list.

Group of Librarians. "The Winnetka Graded Book List." III (Sept. 1926), 235-238.

Criticizes Winnetka Book List in light of a survey of the books by two specialists in statistical and scientific fields.

Guilfoile, Elizabeth. "One Hundred and One More Books for Beginning Readers." XLI (Nov. 1964), 755-758.

A Supplement to *Books for Beginning Readers*, National Council of Teachers of English, 1962. Continues an annotated list of books with title, author, publisher, and price.

Guilfoile, Elizabeth. "One Hundred More Books for Beginning Readers." XL (Apr. 1963), 370-372, 414.

Supplement to *Books for Beginning Readers*, 1962 NCTE publication.

Harrell, Penelope. "Hooray for Fantasy!" XXXIX (Nov. 1962), 710-712.

Reviews and appraises several fantasy books for children.

Hatch, Bertha, and Cutter, Annie Spencer. "Notes on the Winnetka Supplement." IV (Feb. 1927), 53-54.

Discusses the reasons why the 112 titles in this supplement were rated as of low literary value for children.

Hawkins, Quail. "Books to Grow On." XIII (Oct. 1936), 225-227.

Gives a list of some 30 new and old books very popular with children of all ages, likes, and needs. Includes a short paragraph on the book, price, publishing company, and age for which intended.

Heller, Frieda M. "Children's Books of Early 1943." XX (Oct. 1943), 231-234.

Reviews a number of current children's books.

Homze, Alma. "Children Face Themselves through Books: A Bibliography." XLI (Nov. 1964), 788-792, 822.

Gives a categorized and annotated bibliography of realistic books which describe selected problems of the 8- to 12-year-old child. The list should aid teachers, parents, and librarians in selecting books which can help children face and solve their own problems. Includes books about families, groups of children, and individual children, published from 1940 to 1960.

Horn, Thomas D., and Ebert, Dorothy W. "Suggested Reading for the Partially-Sighted Child." (1) and (2) XLI (Dec. 1964), 885-912; (3) XLII (Jan. 1965), 54-65; (4) XLII (Feb. 1965), 169-184; (5) XLII (Mar. 1965), 298-319.

Annotates a bibliography of suggested reading for children with partial eyesight; divides books into categories according to subject; marks them for appropriate grade level. Later reprinted as an NCTE publication, *Books for the Partially Sighted Child,* 1966-67.

Huber, Miriam Blanton. "New Books for Boys and Girls." XIX (May 1942), 187-188.

This article discusses two books: *Calico, the Wonder Horse* or *The Saga of Stewy Slinker,* a book with a poor ending, and *Tag-Along Tooloo,* an enjoyable book for children.

Jordan, Alice M. "Open House." VI (Nov. 1929), 243-248.

Reviews a number of children's books which were newly published in 1929.

Jordan, Ethel Blair. "All on a Valentine." II (Jan. 1925), 29-30.

Explains a valentine in relation to its historical background.

Julitta, Sister Mary. "A List of Books for Retarded Readers." XXXVIII (Feb. 1961), 79-86.

Lists books for retarded readers reading at 1st, 2nd, and low 3rd grade level, compiled on the bases of children's responses and objective data. Gives the following information: title, author, publisher, Spache readability score, minimum instructional reading level of child for reading the book, and the age group to which the book appeals.

Krise, Mildred. "References for February Birthdays." VI (Feb. 1929), 39-42, 55.

Summarizes stories, poems, and other pieces of literature related to the month of February.

Krise, Mildred. "Thanksgiving Day—Origin, Celebration and Significance." V (Nov. 1928), 278-279.

Provides a bibliography of books containing Thanksgiving Day entertainments that could be used by teachers, librarians, church or club groups with children participating. Includes grades in which material could appropriately be used.

Lathrope, Mary Frost. "Children's Books for the Holidays." XL (Dec. 1963), 799-817, 824.

Gives annotations of books for Hanukkah and Christmas.

Lawrence, Arta F. "Let Records Speak for the Newbery Books." XIX (Oct. 1942), 201-205.

Reports that records kept for 8 years on 38 children, at the Eastern Oregon College of Education, reveal the popularity of the "Newbery Award" books. Children of average to high intelligence are attracted to these books of literary excellence.

Leonard, S. A. "The Winnetka Reading List." III (Apr. 1926), 122-125.

Presents a reading list compiled, annotated, and grade placed by children, mostly of high school age.

Lollis, Mary Esther. "The 'Noodle' Story." XIX (Oct. 1942), 199-200, 213.

Names stories which slow learners enjoy because they can identify themselves with the main character and delight in their success rather than usual failure. Stories are both humorous and imaginative.

Lyons, Pearl W. "America in Story: A Regional Bibliography." (1) XVIII (Oct. 1941), 216-224; (2) XVIII (Nov. 1941), 270-272; (3) XVIII (Dec. 1941), 306-309.

Three installments list suggested recent books and stories according to American localities. First article includes books about states alphabetically from Alabama through Montana.

Second article includes the states from Nebraska through Oregon, along with the books included that deal largely with that particular region. Gives a short review of the book for an idea of content and age level of vocabulary.

Third article covers 11 states, Pennsylvania through Wyoming, along with lists of books related to them.

MacBean, Dilla W. "Children and Books." XXVI (Oct. 1949), 323-328.

Tells that books are for learning and fun; classifies readers; offers guides in selecting books.

McCauley, Virginia C. "'When It's Christmas in Your Heart': Christmas Booklist for Children." XXVIII (Dec. 1951), 458-461.

Suggests books of songs, poetry, stories, and other literature as appropriate Christmas gifts for children.

McCusker, Lauretta G. "Children's Books about Foreign Countries: India." XXVI (Feb. 1949), 75-85.

Gives background information on India, then presents existing books on the children's level for reading. Includes such Indian literature as history, biography, folklore and legends, and fiction based on Indian settings.

McLeod, A. L. "Books about Australia." XXXVII (Dec. 1960), 528-529, 535.

Lists books on Australia to be used in integrating reading and social studies in the classroom, grades 5 through 8.

Maib, Frances. "A Suggested List of Literature Books." XXXVI (Apr. 1959), 253-265.

Divides a book list into six sections according to grade level. Gives title, author, and publisher, as well as a short summary of the book.

Marcier, Joan. "Books for Vacation Reading." II (June 1925), 193-196.

Reviews books considered good summer reading for children. Reveals children's surprising tastes in their preferences. States that children quite often prefer animal stories, and those with fictitious, fanciful, and scientifically accurate content. Mentions some of the best imported literature.

Martin, Allie Beth. "Children's Books about Foreign Countries: Russia." XXVI (Apr. 1949), 202-211.

Discusses the necessity of reading about Russia. Reviews adult and children's books about Russia of the past and of the 1940's.

Martin, Marvin. "Fifty Books They Can't Resist." XXXIX (May 1962), 415-417.

Lists 50 books, with a short summary of each, selected by 250 6th graders. Feels this list helps both teacher and librarians to know what literature children actually do like.

Mathis, Dorothy M. "Some Ten Cent Books Suitable for Primary Grades." XV (Oct. 1938), 233-235.

Gives bibliography of acceptable ten cent books on the bases of format, illustrations, content, child interest, and vocabulary.

Melcher, Frederic. "The Story of 'Book Week'." VII (Oct. 1930), 191-195, 203, 211.

Presents history of Book Week including the roles played by Franklin Mathiews, the American Booksellers Association, and the American Library Association.

Meloy, Irene B., and Geltch, Irene. "Early Spring Books." XXII (May 1945), 165-168.

Lists a number of books and gives information concerning age level of book, author, publisher, cost, content, and special interest areas of each book.

Meloy, Irene B., and Geltch, Irene. "Some Outstanding Children's Books of 1946." XXIII (Dec. 1946), 344-349, 357.

Lists children's books divided into the categories of primary, middle, and upper grades. Accompanying each title is the name of the author and illustrator, price, and a sentence or short paragraph about each book.

Meloy, Irene B., and Geltch, Irene. "Some Recent Books for Children." XXIII (May 1946), 199-202.

Offers short reviews of recent books for children of primary, middle, and upper grades.

Members of the Staff of the Children's Department of the Cleveland Public Library. "The Covered Wagon and Its Period." VII (Oct. 1930), 209-211.

Categorizes a bibliography for use in elementary schools under General, Fiction, Plays, Poetry, and For the Teacher. Bibliography states the author, title, number of pages, material covered, and some of the appropriate levels for use.

Mortensen, Louise Hovde. "Pioneer Days." XXXI (Dec. 1954), 476.

Suggests bibliography of children's books about pioneer days for communities observing centennials. Years written about go back to early 1800's.

Murdoch, Clarissa. "Books for Christmas." III (Nov. 1926), 281-286.

Reviews numerous children's books which would be suitable for Christmas gifts, including, among others, *Winnie the Pooh* by A. A. Milne, *An Alphabet for Boys and Girls* by Rachel Field, *A Pilgrim's Progress* by John Bunyan, and *Hans Brinker* by Mary Mapes Dodge.

Murdoch, Clarissa. "Favorites among New Books." III (June 1926), 199-202, 204.

Excerpts and reviews new children's books for children aged 4-12 years.

Murdoch, Clarissa. "New Books for Children." II (June 1925), 197-199.

Lists books for children's summer reading. States that children prefer animal stories, folk tales, and romantic stories. Reviews new books from Russia, Sweden, Norway, and Spain, recommended for their quality and illustrations.

Murdoch, Clarissa. "New Books for Christmas." II (Nov. 1925), 309-314.

Reviews new, substantial books available for children in 1925, including *Jungle Days* by W. Beebe, *Trail's End* by B. B. Gilcrist, *Silver Pennies* by B. J. Thompson, and others.

"New Books for Boys and Girls—1935." XII (Oct. 1935), 199-204.

Lists titles, authors, publishers of new books for boys and girls in 1935.

"New Books for Children." (1) XIV (Oct. 1937), 227-231; (2) XIV (Nov. 1937), 273-274.

Presents a book list under the headings of animals, picture and fantasy, far places, yesterday and today. Gives title, illustrator, publisher, date of publication, cost, and description.

Parks, Carrie Belle. "An Open Forum on the Winnetka List." IV (Jan. 1927), 10-12.

Reports the minutes of a 1926 meeting of the National Council of Teachers of English on the Winnetka List. Miss Mabel Vogel explained it, and Dr. Willis Uhl questioned the authority of the list. He concluded the list should be accepted as suggestive only.

Potter, Marjorie F. "The Hudson, Its Legends and Its Lore." VII (Feb. 1930), 27-29, 42.

Presents interesting information about the Hudson River Area and the American folklore of that area as a background for the stories "Rip Van Winkle" and "The Legend of Sleepy Hollow." Deplores the fact that schools, libraries, and storytellers are not using important legendary material with children to preserve the heritage of the myths of the region.

Power, Effie L. "Some Recent Children's Books." III (June 1926), 194-198, 204.

Reviews recent books according to genre, interest level, plot resumé, and characterizations. Includes a bibliography.

Reid, Virginia M. "Weaning Books." XXXVIII (Jan. 1961), 8-9.

Lists books to help "wean" children from reading only readers.

"Ride the Book Trail: A List of New Books for Children." XI (Oct. 1934), 222-226.

Lists good books in 8 categories, including many still read in the 1960's.

Roberts, Katharine O. "Books with American Settings by Cornelia Meigs." XI (Feb. 1934), 45-47.

Reviews the children's books written by Cornelia Meigs. Books are not only good stout sea yarns, but each depicts a period of American history.

Rollins, Charlemae. "Children's Books on the Negro: To Help Build a Better World." XX (Oct. 1943), 219-223.

Rates a group of books on basis of objective reporting or prejudiced reporting about Negroes and other cultural groups.

Rollins, Charlemae. "New Trends in Books about Negroes for Children and Young People." XXIII (Nov. 1946), 287-289.

Acknowledges the growing recognition of the need for books on the problem of Negro-white relationships. Cites specific books for different grade levels. Points out that certain prejudices and stereotypes are being lessened and omitted.

Rollins, Charlemae. "Some Children's Books for One World." XXXIV (May 1947), 286-288.

Gives book list and questions to help a librarian pick the book which can help with each problem in dealing with Negro children and the white community, categorized by age groups of readers and types of books.

Rue, Eloise. "Children's Reading and the War." XX (Oct. 1943), 214-218.

Reviews a list of World War II children's books.

Russell, David H. "An Evaluation of Some Easy-to-Read Trade Books for Children." XXXVIII (Nov. 1961), 475-482.

Reports the evaluation of 10 popular easy books for children. Concludes that good trade books in a classroom are a stimulus to interest in reading.

Sattley, Helen. "Are You Celebrating Russia Book Week? It's the Week of May 1-6." XXI (Apr. 1944), 126-129, 150.

Describes ways of becoming better acquainted with Russia. Suggests specific books.

Sattley, Helen R. "Children's Books about Foreign Countries: Evaluations and Reevaluations." XXVI (Jan. 1949), 12-18, 26.

Feels that two major problems facing those who work with children in their reading relationships are (1) a need for reevaluation of the children's books dealing with foreign countries already in schools and libraries, and (2) a need for evaluation of new books in this area.

Scanlan, William J. "100 Most Popular Books of Children's Fiction Selected by Children." XXV (Feb. 1948), 83-97.

Discusses 100 most popular books in the St. Paul, Minnesota, library children's room.

Shea, Agatha, and Staff. "The Spring Children's Books." XXI (May 1944), 186-192.

Reviews children's books for grades 2-9; includes some read-aloud books for preschoolers.

Sickels, Evelyn R. "The American Farm in Song and Story: A Bibliography." XI (Oct. 1934), 216-219.

Offers an extensive bibliography for a Farm Unit.

Simonson, Ida S. "The Christmas Time." VII (Dec. 1930), 246-250, 258.

Gives a bibliography of children's books for use at Christmas time arranged according to topic and age level.

Singley, Louise. "Nature Books for Vacation Days." VII (June 1930), 151-154.

Lists approximately 75 nature books available for children during the vacation days.

Smith, Dora V. "Children's Books about China: A List Prepared for the Elementary Section of the National Council of Teachers of English." XXI (Jan. 1944), 28-30.

Lists suitable books on China recommended for various grade levels.

Smith, Dora V. "Make Friends with Books." XXVIII (Feb. 1951), 70-75, 85.

Provides a list of children's books of 1950 categorized for interest and labeled as to recommended age group for each book.

Smith, Dora V. "Suggested Content for a Course in Children's Literature." VIII (June 1931), 127-133, 151.

Presents a broad overview of books available for a course in children's literature.

Smith, Dorothy E. "A Few Books Which Illustrate the Spirit of Christmas." XXIII (Dec. 1946), 364-366.

Lists books divided into two main categories: The Love of Man for God and The Love of Man for Man. Each entry includes the author, illustrator, and a brief sentence or paragraph.

Smith, Dorothy E. "New Books for Children." XXVI (Oct. 1949), 311-317.

Emphasizes the need for children to get a good foundation of information. Includes brief synopses of many types of reading matter recommended for children.

Smith, Elva S. "The Children's Bookshelf." III (June 1926), 185-189.

Reviews several good books for children, including two Athenian tales and three Chinese stories, among others.

Smith, Irene. "Books for the Children's Christmas." XI (Dec. 1934), 258-262.

Stresses the fact that mere newness is the least significant factor in a collection of books for children. In children's books, as in any other kind, style, charm, depth, and appeal make a book a book, and therefore an object to possess. Recommends a number of books suitable for children of various ages, including Bible stories, fairy tales, biographies, and fiction.

Smith, Jean Gardiner. "Children's Books about Latin America." XXI (Apr. 1944), 135-137.

Includes books pertaining to the history, folk tales, music, customs, and stories of our Latin neighbors to the south.

Smith, Mabel C. "Opening the Door to Bookland." XXVI (Feb. 1949), 53-59, 64.

Shows how to instill in children a love for books, how to choose books for children, and gives suggestions for book reports.

Stanley, Emma M. "Suggestive Procedures in Remedial Work." III (Sept. 1926), 229.

Offers games for drill in remedial English after tests indicate areas of error.

Steinway, Louise S. "Stimulating Children to Read." XII (Nov. 1935), 226-230, 244; with Brown, Alice. "A List of Titles for Seventh Grade Readers," 228-230, 244.

Two articles explain a supplementary reading program for 7th graders. Include 4 book lists.

Trommer, Caroline J. "Books for the Gingham-Romper Age (To Be Read to Children)." XII (Nov. 1935), 214-218.

Contains short reviews of books to be read to very young children. Lists books published prior to and in 1935.

Villard, Charlotte. "The Retarded Child and His Composition Work." II (Jan. 1925), 21-22.

Advocates gathering data and giving a diagnostic test at an early date in the year so that more individual attention can be given. Presents various drills.

Wadsworth, Marian. "The Ohio River Valley in Song and Story." IX (Feb. 1932), 31-33, 46.

Reviews 14 books about the early history of the Ohio River Valley.

Washburne, Carleton, and Vogel, Mabel. "A Reply to the Critics of the Winnetka Graded Book List." IV (Jan. 1927), 6-9, 27.

Replies to children's librarians' criticism of the Winnetka Graded Book List in the Sept. 1926 issue: (1) the selection of books is poor; (2) the grading is unreliable and inaccurate; (3) the arrangement within grades, according to an index of popularity, is indefensible. [See Group of Librarians, this section.]

Washburne, Carleton, and Vogel, Mabel. "Supplement to the Winnetka Graded Book List." (1) IV (Feb. 1927), 47-52; (2) IV (Mar. 1927), 66-73.

Comments on the 4 points by which 13 children's librarians evaluated the books in this supplement and then excluded them from the Winnetka Graded Book List.

White, Elizabeth Riddell. "Recent Experimentation in Children's Reading." III (Sept. 1926), 233-234, 240.

Gives negative reaction to choice of books in the Winnetka Graded Book List.

Whitehead, Robert. "Football Books for Boys: A Bibliography for the Sixties." XLI (Oct. 1964), 594-596.

Lists 3 types of football books—technical, biographical, and fictional—all of which have been published since 1960. Each has something to offer the boy reader: helpful playing tips; an inspiring college or pro football hero to emulate; an exciting story of individual and team effort, with plenty of play-by-play action thrown in; the idea that hard work and team play are the keys to success in football.

Wilkinson, Mary S. "American Soldiers and Statesmen in Children's Books." VI (Feb. 1929), 35-36.

Evaluates and selects various books the author thinks appropriate. Argues that many teachers make a mistake by limiting selection, for instance, by limiting reading in February to books about Washington and Lincoln only, over and over again.

Children's Literature: Book Reports—4

Anderson, Lillian E. "The Story World." IV (Dec. 1927), 308-309, 312.

Relates an interesting technique used in Lincoln High School, Tacoma, to inject something different into the activities of Book Week. Book reviews are incorporated into newspaper articles.

Cosulich, Bernice. "The Newspaper Takes a Hand: A Successful Book Review Contest." IV (Oct. 1927), 231-233.

Describes an effort to stimulate children's interest in books through a book review contest sponsored by a local newspaper. The contest asked 6th, 7th, and 8th grade students to state reasons why the book could be recommended to their peers and also to give a description of their favorite character. Presentation of prizes at school assembly was coordinated with National Children's Book Week and publicized by the local newspaper.

Hall, Cecile B. "Motivating Interest in Recreative Reading." X (Dec. 1933), 256-259.

Recommends a practice of oral book reviewing that requires discrimination, judgment, a sense of proportion, and above all things–brevity.

Jordan, Alice M.; Overman, Ruth Ann; and White, Elizabeth Riddell. "Bibliography of Children's Books and Reading–1927-1928." VI (Apr. 1929), 112-115.

Contains a brief review of adult magazine articles concerned with children's books, book reviews, Newbery Medal books, and lists of children's books.

Martin, Kathryn J.; Brown, C. G., Jr.; and Hoffman, Norman C. "Book Reports: Practices and Recommendations." XLIV (Oct. 1967), 609-612.

Reports a limited survey of book reporting practices in grades 2 through 7 in an endeavor to answer such questions as Do written book reports encourage or inhibit independent reading? Do they help a child to extend his interests and reading skills?

Walsh, Marian M. "Breaking the Monotony of Book Reports." IX (Oct. 1932), 209-212.

Suggests more interesting and motivating aspects of book reports by children.

Children's Literature: General—5

Altstetter, Mabel F. "Blue Willow." XXXVI (Oct. 1959), 367-373.

Gives a resumé of the story *Blue Willow* by Doris Gates.

Altstetter, Mabel F. "Peter Parley's Books for Children." XII (June 1935), 152-153.

Describes entire series of books published by Samuel Griswold Goodrich in the 1800's to take the place of *Mother Goose, Puss in Boots, Red Riding Hood,* and others which he felt contributed to "much of the vice and crime in the world." His Peter Parley books had numerous engravings and very large print and were literally filled with facts and objective truths. At first, the books were popular in England and America, but Mr. Goodrich felt his books were not well written and would soon be forgotten.

Ammerman, Kathleen. "Can Children Interpret Literature?" XXI (Oct. 1944), 207-210, 223.

Suggests ways children respond to the reading of literature if given the freedom and time.

Arbuthnot, May Hill. "Children and the Comics." XXIV (Mar. 1947), 171-183.

Believes there are 7 types of comics and suggests that if they are used wisely and supplemented by good books, comics won't harm children. Parents should prohibit lurid and sadistic comics.

Arbuthnot, May Hill. "Developing Life Values through Reading." XLIII (Jan. 1966), 10-16.

Believes that good reading for children of all ages should give them a sense of enjoyment, compassion, courage, and values. Because children continuously identify themselves with the characters in a book, at different ages they have different needs: (1) for the youngest child, *Peter Rabbit, Millions of Cats,* and *The Happy Lion* could fill a need; (2) between the ages of 7 and 10, children are characterized by their curiosity and zest for living; (3) preadolescents have great sympathy and courage as characteristics; (4) children at all levels need a sense of fun. Suggests such books as *Mary Poppins, Mr. Popper's Penguins,* and *Henry Huggins.*

Arbuthnot, May Hill. "Literature and Reading." XVII (Jan. 1940), 3-8.
Discusses how children should be helped to enjoy good literature.

Archer, Marguerite P. "A Baker's Dozen in Juvenile Fiction." XXXIX (Apr. 1962), 324-325.
Lists and assesses the values of 13 fictional works for the middle grades.

Armstrong, D. T. "How Good Are the Comic Books?" XXI (Dec. 1944), 283-285, 300.
Discusses the use of comic books and their potential positive contribution to children's literature.

Barlow, Rowena. "The Teaching of 'Little Black Sambo': A Symposium." I (Dec. 1924), 262-267.
Describes comparative procedures for teaching a familiar story to young children. Is divided into the following four sections: (1) standards for judging classroom activities; a teacher's organization of a group and her initial plans for teaching it; (2) group analysis of the class taught; (3) classroom observations; (4) suggestions for teaching *Little Black Sambo.*

Barnes, Ruth A. "The Newbery Prize List." VI (Mar. 1929), 74-75.
Lists and reviews the seven books receiving the Newbery Medal from 1922-1928: 1922, Hendrik Van Loon, *Story of Mankind;* 1923, Hugh Lofting, *The Story of Dr. Dolittle;* 1924, Charles Boardman Hawes, *The Dark Frigate;* 1925, Charles J. Finger, *Tales from Silver Lands;* 1926, Arthur B. Chrisman, *Shen of the Sea;* 1927, Will James, *Smoky;* 1928, Dhan Gopal Mukerji, *Gay Neck.*

Barnes, Ruth A. "What Book Shall I Buy for My Boy?" V (Dec. 1928), 307-308.
Recommends and discusses some classic adventure stories for boys—*Robinson Crusoe, Moby Dick, Treasure Island* among them—to tempt them away from *Police Gazette.*

Barnes, Walter. "Who Should Select the Reading for Children?" IV (Mar. 1927), 61-65.
Discusses using the force of children's interests in teaching them to read. Maintains that only librarians, teachers, and other highly trained experts in the field of reading are qualified to determine what the best books for children are.

Barry, J. Richard. "How I Gained the Garden of Literature." XIV (Feb. 1937), 64-65.
Describes how a teacher of the author, in a one-room rural school, instilled in her pupils a love for literature.

Baruch, Dorothy W. "Trends in Children's Literature Today." XII (Oct. 1935), 187-191.
Discusses important trends in children's literature. Central criterion for a book is not always literary value, but child's response to the book. Gives new emphasis to poetry and creative language ability.

Becker, May Lamberton. "The First Children's Spring Book Festival." XV (Mar. 1938), 98-100.
Describes a Spring Book Festival in New York. Criticizes the fact that for three months prior to Christmas there is an overabundance of new books for children and for the rest of the year there is nothing.

Behn, Harry. "Poetry, Fantasy, and Reality." XLII (Apri. 1965), 355-361.
Defines the terms of the title in their application to types of literature.

Belser, Danylu. "The Reading Interests of Boys." III (Nov. 1926), 292-296.
Finds that reading interests vary according to grade levels and appear to coincide with age characteristics. Reports evidence from the following sources: (1) available literature on the subject; (2) conferences with librarians on observations of children's reading at 6 libraries; (3) questionnaires from 112 boys and 125 girls in grades 4-12; (4) survey of reading interests of German, French, and Italian children; (5) the influence of illustrations.

Berry, Katharine R. "Rhythms in the School Program." XXV (Apr. 1948), 221-227.

Presents rhythm and music as a part of nature which is essentially physical and emotional. Emphasizes choral speaking as an avenue for the enjoyment of oral expression of poetry. Includes examples of choral speaking which could be used in the primary grades.

Bishop, Merrill. "Appreciation Classes in Sixth and Seventh Grades." IX (June 1932), 151-152.

Presents plans for a course for upper grade students exposing them to works of great artists, musicians, and composers. The objective is to help the student formulate standards of aesthetic judgment which will aid in appreciation of music, art, and literature.

Bovyer, George C. "Stories and Children's Concepts of Sportsmanship in Fourth, Fifth, and Sixth Grades." XXXIX (Dec. 1962), 762-765.

Reports a research study in intermediate grades on the effects of reading.

Bowes, Fern H.; Painter, Florence; and Lynn, Vesta. "Use of Recorded Music to Introduce Literature to Children." XIX (May 1942), 178-180.

Advocates the use of music appreciation in motivation for reading a book such as *Heidi.* Suggests presenting first the music, "A Shepherd's Life in the Alps." A good teacher can develop more appreciation for music and art in this way than by taking them as separate lessons.

Brady, Florence A. "The Use of Marionettes in Literature." XXII (May 1945), 182-185.

Discusses the value of using marionettes and puppets in the study of literature and outlines steps for such a program.

Branley, Franklyn M. "The Plague of the Comics." XIX (May 1942), 181-182.

Contends that harmful effects can come to children from reading too many comic books. Children can be motivated to read good books by exhibiting book jackets, starting book clubs, and by making group trips to the public library.

Brecht, Ethel L. "Adventures in Free Reading." XXIV (Jan. 1947), 13-17.

Describes a method in which children are motivated to better free reading habits. Children choose their own readings. However, if a child reads only in one field, he is brought to realize, with the teacher's help, the enjoyment of other subjects. After he has read the book, the student gives a short report. Reading tests are used also.

Bright, Winifred M. "Music in the Story Hour." VI (Oct. 1929), 207-209.

Discusses how music appreciation may be developed in children through correlating music and literature in a library story hour. In this activity the storyteller plays music when it can be brought appropriately into the story. Includes the writer's combined bibliography of stories and music compiled for the purpose.

Brink, Carol Ryrie. "Make It a True One." XIII (Jan. 1936), 10-13.

Stresses the point that actual experience is more interesting than the usual fiction. Concerned that the past is being lost today and feels we must work to keep remembrances alive.

Britton, Jasmine. "Notes on Editions." IV (Jan. 1927), 13-14.

Concerns the librarian's tasks of choosing among various editions. Values to be considered are the appropriateness of the translation and adaptation, the quality of illustrations, the price, and the mechanical features such as type, margins, and binding.

Brumbaugh, Florence. "Children's Choices of Reading Material." XVI (Oct. 1939), 226-228.

Reviews a research project which attempted to ascertain the kind of books children read outside the classroom, in hope of encouraging teachers to investigate the reading interests of their students and to help them achieve balance in their reading programs. The children surveyed liked adventure, action, and humor in books. Advises teachers not to become overly concerned with children's absorption of undesirable literature, which, in time, most outgrow; yet urges them to promote reading of desirable literature.

Brumbaugh, Florence. "Educational Values of Animated Cartoons." XIX (May 1942), 163-164, 167.

Suggests that reading is an escape to other worlds. For those children who are not good readers cartoons have a definite place; e.g., they allow an awkward child to escape into a world where everyone is graceful. Cartoons show the world in a simplified manner.

Brunot, Eugenia. "Books for Boys and Girls Who Don't Like to Read." XII (Nov. 1935), 219-222.

Lists common obstacles to children's enjoyment of books. Suggests books which may appeal.

Burrows, Alvina Treut. "A Critical Study of *Little Women*." XXXVII (May 1960), 285-292.

Reviews *Little Women* by Louisa May Alcott, considering it as a biography of the Alcott family, evaluating it for style and technic which effectively combine dialogue and action, and taking into account its treatment of perennial, universal themes including integrity and idealism in conflict with decadence and materialism. These universal themes appeal to young girls and make the book a favorite with them.

Burton, Dwight L. "Sports—Foot in the Doorway of Literary Appreciation." XXXI (Oct. 1954), 343-344.

Suggests an approach to reading by using the unit topic "Sports and Sportsmanship" to bring about "sensitivity of response to literature as a part of the sensitivity of response to experience."

Bush, Sadie. "In the Realm of Children's Reading." III (June 1926), 181-184.

Discusses benefits of good books in the life of children: from improved vocabulary to cheerful disposition.

Campbell, Clara E. "A Research Problem in Children's Reading." VI (Jan. 1929), 1-2, 27.

Presents partial findings of a study on the use of a small public library by 516 students aged 4 to 17 years. Recommends procedures for book selection and use.

Cann, Muriel E. "The Newbery Prize Books." XI (Sept. 1934), 180-182, 192.

Discusses the 1934 Newbery Medal winner, *Invincible Louisa*, and the history and awarding of the medal.

Carter, Julia F. "Some Thoughts on Boys' Reading." VII (Sept. 1930), 175-178.

Finds limitations to "A Novel Booklist for Boys" compiled by Jack Robbins in 1929, saying that it underestimates a boy's ability. Urges that the scope of the booklist be widened.

Casmir, Fred L. "Children's Books: A Search for Reality." XXXIX (Dec. 1962), 803-805.

Argues for fantasy in children's books by showing the extremes to which "realism" can go.

[Certain, C. C. and Classes.] "Book Week Suggestions." III (Oct. 1926), 256-257.

Collects ideas promoting the reading of good books. Major categories of suggested activities are (1) dramatization, (2) book lists, (3) book reviews and advertisements, (4) libraries, (5) reading aloud, (6) miscellaneous, (7) contests, and (8) exhibits.

Chambers, Dewey W. "Storytelling: The Neglected Art." XLIII (Nov. 1966), 715-719, 729.

Asserts that a good storyteller can never be replaced by electronic devices. Folk literature, personal experiences, and local folklore are some of the sources for storytellers. Offers technics for effective storytelling and a short bibliography of stories which could be used, as well as a bibliography on technics.

Cianciolo, Patricia J. "Children's Books Can Reflect the American Style of Living." XLI (Nov. 1964), 773-777, 822.

Notes some specific values reflected in contemporary children's literature and cites recurring themes in current literature: both traditional values and the effects of changing times find expression in literature for children.

Cianciolo, Patricia. "Motivation and Interpretation in the Literature Program." XLIV (Mar. 1967), 208-215, 269.

Presents guidelines for selecting adult-directed motivational activities: (1) pupil initiative should be developed through the learning experience; (2) the learning activity should develop acceptable habits and attitudes; (3) each learning activity should contribute to the achievement of some worthwhile purpose. Discusses adult-directed motivational activities: television productions, book talks, reading aloud and storytelling, and book clubs; these should be used only when they will be particularly helpful. Gives guidelines for selecting pupil-made interpretive activities: creative dramatics, book reports and reviews, graphic art interpretation, games and puzzles, and a survey of the publishing process.

Clark, Margaret M. "Children's Book Clubs and Awards." XX (Oct. 1943), 235-239.
Describes book clubs and awards of the day and their influences.

Cober, Mary E. "An Elementary Book Fair—Fun and Knowledge." XXXI (Oct. 1954), 338-339.
Describes a book fair project in an elementary classroom in which the exhibit was planned around a selected topic.

Coryell, Hubert V. "Gates to Open." III (Oct. 1926), 243-245, 255.
Encourages teachers to help students to enjoy good literature—a lifetime joy.

Crosson, Wilhelmina M. "The Negro in Children's Literature." X (Dec. 1933), 249-255.
Explains that "Negro literature" is a blanket term used in this article to denote literature for Negroes, by Negroes, and about Negroes. Offers an extensive bibliography.

Cutler, Mary Avis. "The Book Written with a Purpose." XIII (Apr. 1936), 131-134.
Concerns itself with the inadequacy of children's literature. Makes an appeal for books with a real purpose.

Cutright, Frank, Jr. "Shall Our Children Read the Comics? Yes!" XIX (May 1942), 165-167.
Admits that people call comics horrifying, pornographic, inartistic, but maintains that these same adjectives may be used to describe any creative work done by man. Does not think we dare prohibit the reading of comics; recommends their use, sometimes even in school.

Cutter, Marian. "Whither Away!" VI (Apr. 1929), 98-99.
Suggests a need to initiate and maintain children's interests in books by having parents continue to select books to increase a child's range of interests.

Dale, Daisy G. "Love of Literature Begins in the Kindergarten." XXXV (Jan. 1958), 28-29.
Lists ways of acquainting kindergarten children with books in instilling a love for literature. Also stresses care of books.

Dalgliesh, Alice. "Stars to Steer By." XVIII (Dec. 1941), 288-290.
Relates a real life experience from which the author saw the importance of the role that reading material can play in helping children face life courageously. Compares appropriately selected materials to stars in the dark night. Recommends stories.

Davey, Irma. "Sister, Board that Space Ship." XXXI (Oct. 1954), 345-346.
Suggests that books be supplied to sustain the interest of youths in space and jets.

Davidson, Letha M. "Book Selection in Time of Depression." X (May 1933), 115-118, 125.
Discusses the factors involved in the selection of books during a depression: money must be spent proportionately; books should be examined beforehand; only the best books should be replaced; and teachers should confer with librarians.

Davis, David C. "Bringing in the Sheaves." XLIII (Jan. 1966), 17-20, 42.
Discusses the problem of quality in children's literature. Promotional procedures and economic gain should not infringe upon the major goal of literature—to record the truth of human thought.

Davis, David C. "Phantoms in Children's Literature." XXXIX (May 1962), 403-407, 417.
States that phantom and ghost stories in this age of scientific reasoning are seldom recognized by the experts or critics as quality literature. Describes seven outstanding phantom forms.

Davis, David C. "What the Cat in the Hat Begat." XXXIX (Nov. 1962), 677-679, 746.
Discusses trade books and the purpose they serve in the educational system. Summarizes their qualities and faults.

Deaton, Mary B. "Reviewing Children's Books." XIX (Oct. 1942), 206-208.
Suggests points to include when reviewing a book. Rigidity or sequence of points

depends on the purpose of the review and the type of book.

Deed, Mary D. "Literature as an Approach to the Teaching of Citizenship." III (Feb. 1926), 58-59.

Gives example of a class learning citizenship through literature. Points out roles of student and teacher.

Denecke, Lena. "Fifth Graders Study the Comic Books." XXII (Jan. 1945), 6-8.

Argues for teaching children to discriminate between wholesome and unwholesome comics; describes procedure for same.

Doherty, Lillian J. "By the Way of Literature." XXVII (Apr. 1950), 222-225.

Suggests ways in which literature might be used to help increase the mutual understanding of pupils. Following the reading of a story, the teacher directs discussions leading to solving of problems faced by the class members.

Drohan, Gertrude. "Straws in the Wind." XII (Feb. 1935), 45-46.

Concerns what children discuss in their free time. Do they talk about characters from good books or funnybook characters? Eighty-seven 6th grade pupils were asked to write the names of as many characters from books and funnies as they could in ten minutes; funnies won by an overwhelming margin. Since children apparently lack an appreciation of good literature, the author advises having "Book Weeks" and "Spell-downs adapted to book lore" to help solve this deplorable problem.

Dukler, Margot. "Five Popular Children's Authors." XXXV (Jan. 1958), 3-11.

Studies popularity of children's books and rates five as most durable: (1) *Caps for Sale* by Esphyr Slobodkina; (2) *Curious George* by H. A. Rey; (3) *The Noisy Books* by Margaret Wise Brown; (4) *Millions of Cats* by Wanda Gág; and (5) *Madeline* by Ludwig Bemelmans.

Dunsmore, Jessie. "The Realistic Story—A Mirror of the Times." X (Oct. 1933), 192-194, 216.

Discusses different schools of thought concerning children and children's literature. Expresses the need for a change in children's literature with more realistic stories for the young child. Includes a bibliography of realistic stories for young children.

Eisenman, Sister M. Victoria, O.S.B. "The Situation in Literature." XLII (Oct. 1965), 644-645.

Discusses a study involving about 1,000 children from grades 5 and 8. The purpose was to determine actual attitudes toward literature and to identify factors related to favorable attitudes.

Ellinger, Bernice D. "Literature for Head Start Classes." XLIII (May 1966), 453-459.

Discusses the benefits of literature to children in the Head Start program and provides a brief annotated bibliography of appropriate materials.

Evans, Clara. "Enjoying New Books with Children." XXIX (Nov. 1952), 419-420.

States suggestions for reading new books to the class. Concludes that oral readings by teacher to the class actually improve the students' reading ability.

Evans, Clara. "On Reading Aloud." XXVIII (Feb. 1951), 82-85.

Emphasizes the importance of parents' reading aloud to children in the home. Lists the kinds of stories that should be read to various age groups.

Evans, Clara. "Stories and Poems for Young Children." XXV (Nov. 1948), 424-425, 457.

Suggests ways for teachers in the primary grades to make the story hour enjoyable for both teacher and children.

Evans, Eleanor M. "Objective Tests in Eighth Grade Literature." V (Jan. 1928), 13-22.

Describes English literature objective tests worked out by the author and carried out under the direction of Dr. Florence E. Bamberger, The Johns Hopkins University. They are equal in length and difficulty and are standardized. They are to be used as a motivation and study guide for students and to a certain extent to ascertain the amount of retention to be expected from classroom instruction. The tests cover the following literary selections: *The Courtship of Miles Standish, Evan-*

geline, A Midsummer Night's Dream, Ivanhoe, The Cricket on the Hearth, Julius Caesar, The Tempest, Treasure Island.

Fagerlie, Anna M. "Books for Beginning Readers." XXXIX (Mar. 1962), 189-190.

Gives brief commentaries on a few books on the market for the beginning reader. States that not all children's books making an appearance possess true literary quality, and teachers should take care to choose books of high literary quality.

Faith, Allen. "What Children Like to Read." II (Oct. 1925), 283-284.

Conveys the importance of acquainting children with good books at an early age so that this taste will continue in adult life.

Fedder, Alice N. "Children's Books and Bridges." XXVI (Oct. 1949), 301-310.

Expresses the importance of good leadership in helping parents choose children's books. Gives a plan to follow and suggests how to get a plentiful supply of books.

Fediaevsky, Vera. "Methods of Studying Children's Interest in Reading." IV (Jan. 1927), 3-5, 14.

Outlines some methods used to determine Russian children's literary preferences at different ages. Four technics were used: (1) writing down requests; making a distinction between school demands and preferences arising from interest only; (2) recording the child's opinions of a book he has read; (3) observing remarks set down on the reader's card, which includes what influenced the choice of the book, the use of the book, and the assessment of the book; and (4) watching the child audience when it is being read to.

Fenwick, Sara Innis. "Evaluating Mystery Stories for Children." XXV (Dec. 1948), 521-524.

Presents criteria for the evaluation of mystery stories for children on the basis that this fiction has a potential impact beyond general reading because of the high emotional coloring, extreme focus of attention, creation of a mental state of suspense.

Finger, Charles J. "Foot Note on Mr. Van Loon." X (Jan. 1933), 3-5, 18.

Answers an article by H. Van Loon in the *New Republic.* Van Loon had argued for using children's literature as a medium for conveying information, while Finger holds that imaginative literature should not be reduced to information disguised as amusement.

Franc, Lillian. "Intergroup Education through Literature in the Fourth Grade." XXVII (Apr. 1950), 226-229, 239.

Describes use made of literature in group therapy when reading material was selected which would help bring about discussion. After students became accustomed to participating, they learned technics of role playing and panel discussion.

Frazier, Alexander, and Schatz, Esther E. "Teaching a Picture Book as Literature." XLIII (Jan. 1966), 45-49, 59.

Enumerates the findings of an experiment in 2nd grade in which a picture book was used. Concludes that much value results from reading literature to oneself and then discussing it with others.

Frederick, John T. "Books of War and Peace." XX (May 1943), 180-183.

Surveys the notable books of the time dealing with the topics of war, war aims, and peace.

Frederick, John T. "Literary Enthusiasms." IX (Sept. 1932), 186-187.

Emphasizes the importance of establishing and developing personal preferences in reading worthwhile literature.

Fristoe, Dewey. "Teaching Literature in the One-Teacher Rural School." XVI (Nov. 1939), 265-270.

Describes the scarcity of reading material, including magazines and reference books, in a small rural school and calls attention to the advantages of having abundant resources.

Frost, Margaret F. "The Children's Opinion of Comic Books." XX (Dec. 1943), 330-331, 341.

Surveys children's opinions and judgments of comic books and the effects of comic books on character formation.

Garnett, Wilma Leslie. "A Study of Children's Choices in Prose." I (June 1924), 133-137.

Gives an idea to its reader to look at what a certain age or grade level of pupils are interested in or like best, and not assign just any prose selections.

Garnett, Wilma L. "Teaching Reading in Parma 1939-1940." XVIII (Apr. 1941), 115-122, 138.

Discusses the philosophy of reading good books as a means of making life meaningful and rich: a guide for setting up an individualized reading program in the elementary grades.

Gast, David K. "Minority Americans in Children's Literature." XLIV (Jan. 1967), 12-23.

Analyzes recent children's literature as to characterizations of minority group Americans. Selected conclusions: (1) traditional, uncomplimentary stereotypes have largely disappeared; (2) occupational stereotypes of all groups, except the Negro, are still present; (3) Japanese and Negroes are more thoroughly assimilated than are American Indians, Chinese, and Spanish-Americans; and (4) social acceptance of Negroes is dominant in books about Negroes. Recommends that more books, both in schools and in trade circles, contain fewer generalizations. Suggests further areas needing research.

Geltch, Irene, and Meloy, Irene B. "Some Outstanding Fall Children's Books." XX (Dec. 1944), 292-300.

Lists 8 primary, 10 middle grade, and 10 upper grade books, giving a brief description of each.

Gillis, Lyla Greathouse. "Early Adventuring with Books." XXII (Oct. 1945), 201-206.

Suggests means to stimulate children to read more books, such as bulletin boards, book nooks, and getting children's opinions on books.

Goldsmith, Sadie. "The Place of Literature in Character Education." XVII (May 1940), 176-178.

Enumerates qualities of literature that may become an integral part of the child's life in character education.

Goodrich, Catherine. "The Many Faces of Aloneness." XL (Feb. 1963), 135-141.

Reviews some children's books with "Aloneness" as the theme.

Gritzner, Florence A. "A Children's Book Quiz." XXIV (Jan. 1947), 23-24.

A 25-question quiz, for the well-read junior high pupil, identifies the name of the book or the author.

Guilfoile, Elizabeth. "Good Books for Children." XLIII (Jan. 1966), 21-25, 55.

Lists various criteria for good children's books. Maintains that a good book, no matter what kind, should speak to the child at his level of understanding.

Gunderson, Agnes G. "What Seven-Year-Olds Like in Books." XXX (Mar. 1953), 163-166.

Reports a study conducted to find out what 7-year-olds like in books.

Gunterman, Bertha. "The Larger Heart, the Kindlier Hand." XIII (Feb. 1936), 54-57.

Discusses the use of books in helping us form judgments, understand others, and think critically. Stresses the importance of books in helping children form independent, thoughtful judgment in a time of social change. Based upon firsthand, realistic observation of people of various cultures.

Guttery, Jean. "Style in Children's Literature." XVIII (Oct. 1941), 208-212, 240.

Explains the characteristics of good style in children's literature.

Hadlow, Ruth M. "*Caddie Woodlawn.*" XXXVII (Apr. 1960), 221-226, 237.

Writes concerning the history of the Newbery Medal winner *Caddie Woodlawn* published 30 years ago on the life of an 11-year-old girl growing up in pioneer days in Wisconsin. Caddie's adventures, problems, solutions—the gamut of child life—and her understanding and responsible parents still appeal to children in the atomic age.

Harbage, Mary. "The Endless Stairs. XXXV (Mar. 1958), 143-149.

Compares long, dreary, boring books for children to endless, almost insurmountable stairs. Suggests ways for making books more interesting. Includes a book list.

Hatfield, W. Wilbur. "Literature for Personal Growth." XXIII (Apr. 1946), 149-153, 156.

States that the school has a responsibility in developing literature to promote personal intrinsic growth. Ideas are derived from an address given by the author as editor of the *English Journal*. Notes in summation that wisdom to be gained from literature is in part attaching the right feelings to the right things or causes.

Heriot, Grace Miller. "Children and Biography." XXV (Feb. 1948), 98-102.

Names three ways biographies appeal though they are not usually constructed on the comprehension level of the child. Also talks about autobiographies. Gives list of books.

Hollowell, Lillian. "Biography for Young Readers." XXIII (Oct. 1946), 262-266.

Relates several reasons for increased interest in biographies. Also includes a list of biographies for young readers.

Hollowell, Lillian. "Children's Book Awards." XXVIII (Dec. 1951), 468-474, 491.

Discusses the influence of book awards, among them the Newbery, Caldecott, and Follett Awards, Junior Book Awards given by the Child Study Association of America, and others given by the Boys' Club of America, on writers, illustrators, and publishers. The awards are intended to stimulate interest in and improve the quality of children's literature, especially because today children's book publishing is big business.

Homze, Alma. "Interpersonal Relations in Children's Literature." XLIII (Jan. 1966), 26-28, 52.

Feels that understanding children's books is a prerequisite to understanding children's behavior. Relates author's conclusions after making a survey: children's books should stress relationships of the individual in the family, in the peer group, and in society.

Huber, Miriam Blanton. "Children's Literature: Some Disputed Values." XI (Feb. 1934), 33-35, 50.

Presents two sides of the controversy over content in children's literature. First method of selecting reading material is adult-centered. Author advocates that the child learn to develop skills of selection. Responsibility lies with school to provide opportunity, experiences, variety, and freedom.

Huck, Charlotte S. "Planning the Literature Program for the Elementary School." XXXIX (Apr. 1962), 307-313.

Acknowledges the fact that little planning has taken place in the elementary school for a course in the literary value of literature. Children satisfy their desire for information and intellectual stimulation through wide reading, but do they enjoy it? Stresses that the explosion of knowledge makes it essential that children become fluent readers and sociologists are predicting amazing increases of leisure time in the future. How will children and adults use books in that leisure time?

Hunt, Clara Whitehill. "Some Recent Books for the Younger Children." VI (Mar. 1929), 65-68.

Laments the lack of early training in cultivating an enduring taste for fine reading starting at an early age. Lists wholesome books that will live in a child's heart.

Huus, Helen. "Developing Tastes in the Elementary Grades." (1) XXXIX (Dec. 1962), 780-789; (2) XL (Jan. 1963), 56-67.

Part I identifies and discusses some of the factors influencing literary appreciation: intelligence, age, home background, school situation, and teaching methods.

Part II describes tests of literary appreciation and tells how to improve children's tastes through literature lessons and special activities. Outlines needed research.

Irwin, Martha E. "Evaluating Elementary Literature Programs." XL (Dec. 1963), 846-849, 888.

Gives several tentative criteria for evaluating elementary literature programs: library facilities, classroom organization, and classroom activities concerning reading.

Jacobs, Leland B. "Children Need Literature." XXXII (Jan. 1955), 12-16.

Presents a broadly conceived plea for literature for children in general education, giving seven reasons in its rationale.

Jacobs, Leland B. "Literature's Plums in the Christmas Pie." XXXIII (Dec. 1956), 477-485.

Points out how literature can contribute to the delight and understanding of Christmas. Suggests the uses of realistic, religious, and make-believe stories for children, as well as poetry.

Jacobs, Leland B. "Some Observations on Children's Historical Fiction." XXIX (Apr. 1952), 185-189.

Discusses characteristics of historical fiction for children.

Jacobs, Leland B. "Story Telling, the Captor." XXXIV (Mar. 1957), 152-154.

Pinpoints the values of storytelling: captivation, relaxation, refreshment and enrichment, involvement, the circuit of the familiar, and a bridge to the unfamiliar.

Jacobson, Gladys. "Book Fair at Daniel Webster." XXVII (Oct. 1950), 356-367.

Gives a detailed account of the planning and production of a book fair by children and teacher.

James, Thelma. "Story-Telling and Children's Literature." V (Mar. 1928), 90-91.

Describes how students from City College of Detroit told stories to ten thousand children in various hospitals, orphanages, and centers for child care. The test of each selection was an oral rendition. Claims that stories of the time are not written with children in mind, or to be told. Selection of stories is a process involving critical thinking, and the relating of stories is an artistic process.

Jenkins, William A. "The Future of Children's Books." XLII (May 1965), 502-512, 578.

Reports the findings of a survey of editors of children's books which indicate parental lack of awareness and teacher lack of knowledge of children's literature, and general editor concern for literary quality and increased effort to motivate children to read.

Joll, Leonard W. "Developing Taste in Literature in the Junior High School." XL (Feb. 1963), 183-188, 217.

Describes literary taste of junior high school students and discusses practices in developing literary tastes.

Karp, Mark, and Abrams, Dorothy A. "Keeping Up with Children's Literature." XVIII (May 1941), 172-174, 189.

Presents a variety of sources that are indispensable to the classroom teacher, who needs a well-developed knowledge of children's literature.

Keith, Elizabeth. "The Lore of Yesterday and the Lure of Today: Some Books on Travel, History and Biography." V (Mar. 1928), 87-89, 94.

Includes a collection of excerpts of works on travel, history, and biography, by various authors, which are intended to meet the needs and satisfy the curiosity of children.

Kinloch, Lucy M. "Individual Libraries for Our Children." XII (Nov. 1935), 211-213.

Pleads with parents and relatives to discriminate in choice of children's books. Mentions prizes given by various institutions for best student libraries.

Kinloch, Lucy M. "The Menace of the Series Book." XII (Jan. 1935), 9-11.

Good books for children are read, reviewed, and discussed by experts, but what about poor books? Some think it is better for children to read them than not to read at all—others believe it an utter waste of time, deadening the child's mentality with crude language, melodramatic situations, and very commonplace vocabulary. Series books in particular have limited vocabulary and repeated characters; the reader may read 50 series books without ever having to use his mind or imagination after the first book of the series.

Knapp, Elizabeth. "Random Notes on Children's Tastes." II (Oct. 1925), 288-289.

Explains why getting a true picture of a book from a student is very difficult: the child is often more eager to please the instructor than to present actual facts.

Korey, Ruth Anne. "Children's Literature for Integrated Classes." XLIII (Jan. 1966), 39-42.

Deals with the major problem of improving instruction in an integrated classroom. Relates several reasons why literature should be adapted to meet the needs of such a classroom. Lists suggested books.

Kozlak, Mary A. "Teaching Humorous Literature." XII (Oct. 1935), 192-193.

Relates how the author taught a unit on humor by using works of American humorists.

Landau, Elliott D. "After They Learn to Read—What?" XLI (Dec. 1964), 877-878.

Stresses the importance of guidance in the kinds of literature children read in order to have their "sensibilities" challenged as well as their imaginations captivated.

Landau, Elliott O. "The Children and the Experts Agree." XXXIV (Dec. 1957), 561-563.

Looks at books selected by experts and children and finds that they agree. Favorite book is *Mary Poppins.*

Lang, Harriet Geneva. "Materials for Children's Book Week." VI (Oct. 1929), 204-205.

Elaborates on ideas and materials that may be considered by the classroom teacher in preparation for Children's Book Week. Gives such suggestions as colored book jacket displays; slogans or poems on the blackboard; plays and pageants. Includes a bibliography of suitable plays and detailed projects.

Larrick, Nancy. "Children's Book Clubs and the Reading Explosion." XLI (Feb. 1964), 165-166.

Presents an idea on how many books are being purchased by youngsters. Thirty to thirty-five book clubs distribute close to forty million books to children from age two and up.

Leonard, Sterling Andrus. "Teaching Literature for a Fuller Experience." I (Mar. 1924), 5-7.

Suggests we "find where children are" and what they like—then give them more excellent things of the same sort without haste to force them into adult judgments. States the belief that we must set aside literature as a definite province of enjoyment of experience.

Lindahl, Hannah M., and Koch, Katharine. "Bibliotherapy in the Middle Grades." XXIX (Nov. 1952), 390-396.

Elaborates on the adjustment mechanism of *identification* through recreational reading as therapy for some disturbed students. Lists an annotated bibliography classified under 8 common frustrations.

Loban, Walter. "Balancing the Literature Program." XLIII (Nov. 1966), 746-751.

Contends that literature, with its ability to develop imagination, should be a part of the language arts program in the early grades.

Logan, Conrad T. " 'Cautionary' Stories for Children." VII (May 1930), 124-125, 133.

Urges caution in the choice of stories for children and awareness of some of the problems children find in books.

Lohrer, Alice. "Guideposts to Children's Books." XXXV (Apr. 1958), 215-220.

Describes how parents can guide children's reading habits by using critical judgment in selecting books for children.

Lowe, Orton. "Teaching Literature in the Grades." I (June 1924), 127-130.

Asks "How can we induce boys and girls of elementary school age to love the reading of literature and thereby enlarge their verbal and emotional horizons?" Answers by stating: "The thing to *shun* is *overformalizing* literature, *overanalyzing* it, and *trying to examine* on it."

McCabe, Martha R. "Early American Juvenilia." XII (Dec. 1935), 251-256, 270.

Takes a look at books available to children of Colonial America, such as, *The New England Primer, Limed Twigs to Catch Young Birds, The Mother's Catechism, The Young Tyro's Instructor,* and *Early Piety.*

McCartey, Florence E. "A Biblio-Biography." VI (Oct. 1929), 210-213.

Presents the writer's reading experience from childhood to adult years.

McClelland, E. H. "The Problem of Aviation Books for Boys." VII (Mar. 1930), 57-58, 79.

Criticizes the caliber of books being written for boys on aviation. Provides a useful list of books for teachers and presents some of the problems encountered in selecting books in this field.

McConnell, Gaither. "Achievement Factors in Juvenile Biographies." XXXII (Apr. 1955), 240-244.

Discusses content analysis of biographies for children. Lists 24 works.

McConnell, Gaither. "Criteria for Juvenile Biographies." XXXIII (Apr. 1956), 231-235.

Presents two most important criteria in setting standards for juvenile biographies: individuality and truth. Shows the importance of identification with heroes in forming character.

McConnell, Gaither. "Lives of Great Men All Remind Us . . ." XXXIX (Nov. 1962), 713-718.

Explains the importance of biographies in children's literature.

McConnell, Gaither. "Modern Biographies for Children." XXX (May 1953), 286-289.

Discusses a survey made of children's biographies and makes the following conclusions: (1) there are still some heroes to be written about; (2) some biographies need to be better written; (3) there is a need for more biographies for younger children; (4) there should be more biographies about women; and (5) new biographies of old subjects need to be written.

McFadden, Dorothy L. "How to Run a Book Fair." XXXV (Mar. 1958), 168-175.

Tells of experiences in running a book fair; gives the purpose for and problems involved in this type of activity.

McLaughlin, Margaret. "Spinach and the Little Red Hen." XI (Nov. 1934), 245-247.

Presents spinach as a symbol of what is supposed to be wholesome in children's literature but is not especially appealing to the appetite, and the Little Red Hen as a symbol of what is pleasant to the taste but of no great practical value. *The New England Primer* and Janeway's *Token* were given as examples of spinach. John Newbery in the 18th century set out to provide juvenile reading material that would amuse as well as instruct. The battle 100 years ago was between moral and imaginative literature for children; now it is between informational and imaginative. A hopeful sign for the future is that many men of literary ability are writing for children and such writers do not produce spinach.

McManus, Thomas F., Jr. "Building a Repertoire of Children's Literature." XLIV (Jan. 1967), 32-34.

Explains several ways a teacher may become more familiar with children's literature and some methods of vitalizing a literature program: (1) read surveys of children's literature; (2) become familiar with the children's literature itself; (3) learn about the authors; (4) investigate biographies for children; (5) evaluate the total format of the book; (6) introduce stories which must be interpreted to be appreciated; (7) familiarize the children with poetry.

Maddock, Lawrence H. "What Is Good Literature for Children?" XXXIV (May 1957), 298-300.

Lists 6 characteristics of children's good literature: (1) author does not condescend; (2) plot is good; (3) characterization is vivid; (4) dialogue is effective; (5) descriptions appeal to the senses; (6) book is moral but does not moralize.

Mark, Ruth W. "Johnny's Adventures in Literature." XXXIV (Nov. 1957), 467-474.

Describes the author's insight into her son's reading material.

Martin, Helen. "Recent Fiction for Boys." V (Feb. 1928), 36-39, 63.

Reviews new books for young boys, dealing with adventure, history, and heroism. Credits illustrations and includes a bibliography.

Mason, Marcella. "Watching Children's Growth in Outside Reading." XVI (Oct. 1939), 221-222, 239.

Raises three questions pertaining to children's outside reading: (1) Do children read independently outside of school? (2) If so, what do they read? and (3) To what extent can the school increase outside reading and improve reading choices? Answers these questions by citing a survey of four elementary classrooms during the school year 1938-1939. Six types of reading material were identified in the survey. Library activity and the quality and amount of reading material available in the home had direct bearing on the amount and the quality of reading done by the children surveyed. Disadvantages of the survey were the small sample of children considered, the lack of established standards for reading, and a lack of checks on honesty of reporting.

Mathiews, Franklin K. "Why Boys Read 'Blood and Thunder' Tales." II (Oct. 1925), 280-282.

Deduces reasons for boys reading "blood and thunder tales" as follows: (1) for excitement—makes their blood tingle; (2) as hero worshippers, interested in men who overcome and conquer in the face of odds. Enumerates values derived from reading this kind of literature as follows: (1) boys emulate the characters of stories in steadiness of nerves, contempt for pain, power for endurance, etc.; (2) boys develop a thirst for facts and knowledge.

Melcher, Frederic. "The New Day for Children's Books." V (Oct. 1928), 229-230.

Discusses growing emphasis on broader reading for children, library reading facilities, book publishing, the Children's Book Week Committee, and the author's proposal of the John Newbery Medal 7 years prior. Continues discussion on the seven authors who received the medal.

Melcher, Frederic G. "The Opportunity of Book Week." XV (Oct. 1938), 213-216.

Pleads for more and better children's books to stimulate children's interest.

Merchant, Louisa P. "A Child's Sense of Humor." XVII (Jan. 1940), 15-17, 27.

Discusses the importance of developing a child's love of humor.

Merryman, Donald. "Using Trade Books with Superior Children." XL (Mar. 1963), 248-250.

Lists 25 items to aid teachers in the use of trade books with their best students. Many of the items can be used as a starting point for activities.

Miller, Edith F. "Adventures in Children's Literature." XXVIII (Oct. 1951), 339-342.

Describes the many adventures a child may experience in literature. Each child relives and broadens his experience and understanding through literature. By writing poems, book reviews, riddles, and stories, etc., a child can share his writing activities with others in the classroom.

Miller, Mrs. L. A. "The Ownership of Books." IV (Oct. 1927), 223-225.

Stresses the need for surrounding the child with books in the home to the extent that expenditures for books might rank second to food in the family budget. Cites some educators as attributing college exam failures to inadequate home libraries and appreciation of books rather than to inadequate school preparation.

Miller, Leo R. "The Reading Grade Placement of the Newbery Prize Book *Rabbit Hill*." XXIV (Mar. 1947), 184-187, 196.

Contends that most Newbery Books are not popular and are too difficult for even average and better elementary school children. *Rabbit Hill* was tested for grade placement and was placed at 7th grade level, thus supporting this contention.

Mood, Robert G. "Let 'em Read Trash." XXXIV (Nov. 1957), 444-450.

Denounces censorship achieved by supplying lists of acceptable books to merchants. Believes the proposal to censor children's reading to protect them from corrupting their taste and intelligence does not keep children from reading trash. Speaks out for comics and states that 4 common elements people want to eliminate in them are also in our "classics": (1) violence and terror, (2) incitement to misconduct or crime, (3) banality, and (4) sex. Believes that existing statutes against pornography should remain, but that it is better to immunize against desire for this type of literature by giving children accurate information.

Moore, Lucy B. "Reaching Toward the Stars." XLIII (Jan. 1966), 43-44.

Challenges the authors of children's books to offer stimulation, excitement, truth, and beauty of truth to lure children away from television and movies. Contends that "real" books that "live" offer opportunities to "reach for the stars."

Morse, Jane C. "The Quest for Quality." XL (Nov. 1963), 687-689.

Explains the qualities that make up a story: (1) a rousing beginning, (2) events leading to a climax, (3) story's point found in the climax, and (4) a good ending.

Mortensen, Louise Hovde. "Books for the Jamestown Festival." XXXIII (Jan. 1956), 512-520.

Describes the interest in the Jamestown Festival celebrated in 1957. Children's books were emphasized, and children were encouraged to read colonial stories.

Moscrip, Ruth. "Shall We Test in Literature?" V (May 1928), 140-141, 153.

Voices the opinion that a test in literature should not be a device for eliciting recall of details of a story, but should serve to develop appreciation of literature.

Mudge, Anna. "Trends in Juvenile Publications, 1920-1930." XI (Jan. 1934), 9-12, 32.

States that much progress was made in the publication and distribution of children's books during the period of 1920 to 1930, with a trend toward finer creative writing, better illustrations, more realistic and informative stories, and, in general, toward a greater emphasis by publishers. However, old favorites still maintained their interest for children.

Murdoch, Clarissa. "Autumn Books for Children's Shelves." IV (Oct. 1927), 241-244.

Gives synopses of a variety of stories to be used to entice students to read the entire work. Works presented were chosen for autumn reading and stressed beauty of nature.

Murdoch, Clarissa. "A Glimpse at Christmas Books." IV (Nov. 1927), 272-273, 277.

Describes books available for children and concludes with a bibliography of books mentioned.

Murdoch, Clarissa. "Great Possessions." V (June 1928), 164-165, 190.

Describes places of interest visited by a family from Detroit, Michigan, and recounts some of their adventures.

Murdoch, Clarissa. "New Delights in Books." IV (Sept. 1927), 198-200.

Reviews new children's books and gives a little resumé of each. The books are (1) *The Seven Cities of Cibola* by Nusbaum; (2) *Once in France* by Clément; (3) *Little Robin Stay-Behind* by Bates; (4) *Pheasant Jungles* by Beebe; (5) *The Story of Mexico* by Banks; (6) *Jungle Jo* by Hawkes; (7) *The Story of Leather Stocking* by Cooper; (8) *A Year in the Wonderland of Trees* by Hawksworth.

Murdoch, Clarissa. "Reminiscent Literature." V (Sept. 1928), 205-207, 224.

Discusses children's books by various authors, including Sherwood Anderson, W. H. Hudson, Selma Lagerlöf, Carl Sandburg, and A. A. Milne.

Murdoch, Clarissa. "Trailing the Lotus." III (Mar. 1926), 94-96.

Describes a trip to find lotus after reading about it and seeing pictures.

Murdoch, Clarissa. "What Children Read at Home." I (Apr. 1924), 45-47, 75.

Observes that even if "you can accomplish nothing for the future, reading in the home is worth all the effort expended, if it gives *joy to the children now*."

Murphy, Nellie Appy. "You've Got to Be Carefully Taught." XXVII (Apr. 1950), 219-221, 225.

Stresses that children should be led to realize and understand that there are differences among them in environment, ability, personality, and physiology. Reading of carefully selected literature helps this realization.

Neumeyer, Peter F. "A Structural Approach to the Study of Literature for Children." XLIV (Dec. 1967), 883-887.

Suggests an approach to books children read which may permit grouping in categories not so elusive as those now employed. Through the structural approach, certain *functions* basic to the tales are identified: these functions are viewed as sequences of action and reaction, rather than underlying ideas, and are common denominators within stories, no matter how the superstructure may vary.

Newell, Ethel. "Home Land (Keehashtinigi)." XXXIV (Feb. 1957), 89-92.

Reviews Indian books that can be introduced to children to help dispel the stereotype of this ethnic group.

Newell, Ethel. "The Indian Stereotype Passes." XXXI (Dec. 1954), 472-476.

Presents a brief for a change in writing about Indians for children from the stereotyped savage to the modern reservation Indian.

Newman, Robert E. "What the Cat in the Hat Begat." XL (Nov. 1963), 751-752.

Refutes an article written by David C. Davis entitled "What the Cat in the Hat Begat" (Nov. 1962 issue). Advocates easy to read books as a means of opening broader experiences to children.

Nulton, Lucy. "Eight-Year-Olds in 'Charlotte's Web'." XXXI (Jan. 1954), 11-16.
Describes situation and character analysis emerging voluntarily during class reading of *Charlotte's Web*. The story, neither fantastic nor dull, holds the interest of children and prompts them to adopt the roles of critics. Eagerness and curiosity lead them to pursue further acquaintance with the author.

O'Connor, Helen. "In Appreciation of Reading." X (Oct. 1933), 195-196, 204.
Tells how a 5th grade teacher changed the free reading period into a time of adventure and spiritual growth as the result of her class's reading the book *The Cat Who Went to Heaven*.

Odland, Norine. "The Kerlan Collection of Children's Literature in the University of Minnesota Library." XLIV (Nov. 1967), 749-752.
The Kerlan Collection of books, manuscripts, art work, and other material related to children's books is a unique source for research about a significant portion of American literature. At present, the Kerlan Collection consists of more than 25,000 books; thousands of drawings and paintings showing the work of hundreds of artists; manuscripts, typescripts, and galleys from numerous authors; and a voluminous correspondence file.

Overton, Jacqueline. "Freedom of Choice." XV (May 1938), 166, 184.
Presents arguments for free choice of books by children during vacations and voluntary reading times.

Page, Dorothy J. "Fun from Books of Kindergarten Children." X (Oct. 1933), 201-204.
Summarizes kindergarten stories, which were selected because of their humor, children's love for them, and their understandability for children at this level.

Painter, Helen W. "Celebrations for Little Toot." XLII (May 1965), 490-491.
Describes children's book parties which were publication celebrations for Hardie Gramatky's *Little Toot* in 1939 and its sequel *Little Toot on the Thames* in 1964. In both books, Little Toot, a tugboat, finds himself in much trouble.

Pearson, Isabel. "A Classic in the Classroom." II (May 1925), 164-169.
Stresses presenting literature in a way appealing to child's life. The child should feel as though he were experiencing the incident. Gives references.

Peterson, Barbara G. "Life Maladjustment through Children's Literature." XL (Nov. 1963), 716-718.
Criticizes the types of stories found in the average basal reader; believes that unrealities, found in these stories, may cause maladjustment in children's lives.

Pierce, Anne E. "Music and Literature." IX (June 1932), 147-150.
Solicits attempts to correlate the teaching of music and literature, especially poetry.

Pierrot, George F. "Creative Editing." X (Dec. 1933), 260-262.
States that no writing is too good for boys. Expresses the belief that a boys' magazine, to be a truly worthwhile force, must uphold quality standards.

Poll, Bernard. "Why Children Like Horse Stories." XXXVIII (Nov. 1961), 473-475.
Discusses the psychological reasons why children like horse stories.

Powers, Mabel (Yehsennohwehs). "Storytelling." XXV (May 1948), 308-310.
Expresses the thoughts of an Indian about the subject of storytelling. Gives some good hints on ways to make storytelling more effective to small children.

Ramsey, Eloise. "Creative Reading." VII (May 1930), 116-123.
Discusses creative reading, in which beautiful associations aid in appreciation of literature.

Raymond, Margaret Thomsen. "Touchstones and Yardsticks for Teachers in a Democracy." XX (Apr. 1943), 123-128.
Discusses an ideal democracy as planned by our founding fathers and the inspiration we draw from them. Relates the touchstones and yardsticks to be used in selecting children's books dealing with history and the ideals of a democracy that we wish to instill.

Reed, Mary D. "The Use of Literature in Citizenship Education." III (Sept. 1926), 207-210.

Maintains that literature promotes the ideals of life: honesty, loyalty, contentment, kindness, cleanliness, and sense of appreciation for literature.

Reese, Rosette. "Books for Growing-Ups." XXI (Nov. 1935), 223-225.

Suggests that people who buy books as gifts should take time to consider the maturity, background, interest, reading difficulty of the reader. Lists titles of books children said they would like to own.

Reid, Virginia M. (ed.). "What Is Children's Literature?" (1) Huck, Charlotte S. "Children's Literature Defined." XLI (May 1964), 467-470; (2) Huck, Charlotte S. "Children's Literature–New." XLI (May 1964), 471-474, 515; (3) Garvey, Leone. "Children's Literature–Old." XLI (May 1964), 475-483; (4) Cianciolo, Patricia Jean, and Reid, Virginia M. "Poetry for Today's Children." XLI (May 1964), 484-491; (5) Jenkins, William A. "Illustrators and Illustrations." XLI (May 1964), 492-499.

Part I maintains that the content and theme of a book should be appropriate for the experience and background of the reader. Children's literature has a social conscience, a commitment, and an integrity which seek to present sound moral and ethical principles. Criteria for evaluating children's literature: (1) lively, well-constructed, and credible plot; (2) worthy content and themes; (3) convincing characterization; (4) action-filled style without too much description; (5) attractive format.

Part II concerns new developments in children's books: greater production, use of trade books in the curriculum, improved standards of writing and illustrating, and new content. Types of books gaining prominence: (1) informational books to satisfy children's curiosity and interest (should be accurate, authentic, and interesting); (2) realistic stories to satisfy the social conscience of literature; (3) biography and historical fiction; (4) humor and modern fantasy to help the child stretch his imagination to believe the incredible, laugh at the nonsensical, and dream of the impossible.

Part III discusses the traditional literature of children: fables, myths, legends, and folk tales. Fables, to the point and highly moral, should be used sparingly and wisely. Mythology explains natural phenomena and gives personal identity to everything in the natural world. Heroic legends are important to children because every child loves the hero. Folk tales provide a sense of wonder, human understanding, and a sense of the literary heritage.

Part IV describes the characteristics of good poetry for children: rhythm, word and sound patterns, imagery, content, story element, crystallized experiences. Maintains that selection and motivation, purpose, classroom atmosphere, and effective oral reading are necessary for enjoyment. Poetry should be related to art, social studies, and science.

Part V reviews the history of picture illustrations and gives reasons for their use in children's books: to implement the text, to motivate the child to read, to give dimensions to the story, and to add pleasure.

Renthal, Helen. "Books to Challenge the Able." XXXIX (Dec. 1962), 796-798.

Prescribes methods of interesting students in reading library books by showing them how the experience of literature is unique.

Rider, Ione Morrison. "Little Children's Books–Outstanding Publications of 1927." IV (Dec. 1927), 291-294, 311.

Reviews approximately 18 books which the author feels should be considered the outstanding publications of 1927 for children. Included are such authors as Hugh Lofting, A. A. Milne, and Lois Lenski.

Roller, Bert. "There Is No Frigate Like a Book." VII (Apr. 1930), 101-104.

Narrates a story about a girl who prefers historical fiction and garners from such reading a wealth of information about the real world.

Roos, Jean C. "Books and Books." VI (Apr. 1929), 109-111.

Contains a list of the salient features of good fiction plus brief reviews of some of the books which meet the qualifications.

Root, Shelton L., Jr. "Children's Literature and Children's Literacy." XXXVI (May 1959), 289-293.

Believes that the ineffectiveness of present reading programs is due to the fact that instruction has not recognized the important role played by individual differences in terms of readiness, or the role which interest can play in motivating the learner, or the importance of appreciating what has been read. Because of today's rapid communication, educators have to concern themselves with developing a multimedia literacy within children. Anything that works toward this goal is suitable content matter for the curriculum.

Rue, Eloise, and Evrard, Connie. "Student Evaluations of Newbery Award Books." XL (Nov. 1963), 712-715.

Describes an attempt to have children evaluate Newbery Award books.

Ryan, Calvin T. "A Heidi Project for the Seventh Grade." XVII (Dec. 1940), 315-316.

Describes a plan to use the well-known "Heidi" story in drama form as well as historically and geographically to produce an interesting project for classes with limited time and space.

Sayers, Frances Clarke. "Biography for Children." IX (Oct. 1932), 197-199, 216.

Emphasizes the importance of biographies as good reading material for children. Stresses the importance of well-written biographies as being not merely collections of facts.

Schmitt, Yvette, and Nora, Sister Mary. "What Are Some Meaningful Experiences with Literature?" XLI (May 1964), 500-510, 515.

Believes that in the attempt to maintain teacher-motivated and child-motivated activities, a good deal of "intake" is necessary before expecting "output." Activities include reading aloud, storytelling, children telling stories, and correlation to other subject areas. Includes a bibliography for each activity.

School, Kenneth S. "A Story-Book Festival for Children's Book Week." II (Oct. 1925), 275.

Describes a Christmas Story-Book Festival which was planned in a Detroit school. Tells how children represented different characters from stories which the audience tried to identify.

Scott, Carrie E. "Recent Guide-Posts to Juvenile Literature." V (Sept. 1928), 193-194, 200.

Discusses several highly recommended children's books; also describes valuable books about children's books by James O'Donnell Bennett, John Erskine, May Lamberton Becker, Emelyn E. Gardner and Eloise Ramsey, Frances Jenkins Olcott, and Mary Gould Davis.

Scott, William R. "Some Notes on Communication in Picture Books." XXXIV (Feb. 1957), 67-72.

Reviews and discusses several picture books for the very young–ages 2 to 4. Asserts that writing such a book may appear easy, but writing to the interests and understandings of very young people is not simple.

Shepard, John P. "The Treatment of Characters in Popular Children's Fiction." XXXIX (Nov. 1962), 672-676.

Describes major characteristics of characters in children's literature and then raises the question as to whether or not children's reading affects their behavior.

Sickels, Evelyn R. "Hitching Posts for Hobby Riders." VI (Apr. 1929), 100-103.

Reviews available books which would be representative of most hobbies pursued by children.

Sisters of Saint Dominic. "English Class 1957." XXXV (Apr. 1958), 221-222.

Describes how stories can be presented in a variety of versions (for example, the story of Noah's Ark as told by a news correspondent, by Shakespeare, and by a storyteller in the hill country).

Smith, James Steel. "Children's Literature: Form or Formula." XXXV (Feb. 1958), 92-95.

Lists four distinctions between form and formula in children's literature.

Smith, Jean Gardiner. "On Choosing Books for Children." XX (Oct. 1943), 209-213.

Establishes broad principles for selecting children's books: honest presentation of material and unfaltering quality of writing.

Smith, Jerome Irving. "New York Children's Books Prior to 1900." XV (Oct. 1938), 221-224.

Discusses the history of children's books in America. Follows the importation from England during Colonial period of children's books that were religious in nature. Cites Samuel Wood and Mahlon Day as two people most influential in getting children's books to break from the serious didactic to the amusing and cheerful tone of children's books today.

Smith, Lillian H. "Are Children Still Reading Standard Fiction?" XII (Jan. 1935), 12-16.

Yes, children read standard fiction. The most common request in children's libraries is for the adventure story. One of the soundest foundations for children's reading taste, and also one of the most delightful, can be built through books of high adventure of which the historical novel offers the greatest richness of subject and interest. In the reading of standard fiction, children are not only acquiring a habit of solid reading but are also developing a certain amount of taste and ability to choose.

Smith, Nila Banton. "Introduction: Why Should We Develop Taste in Literature?" XXXIX (Nov. 1962), 702-709, 718.

Suggests a return to more reading of accredited books in order to develop children's tastes in reading. Later reprinted in publication of National Conference on Research in English, *Development of Taste in Literature*.

Smith, Ruth C. "Children's Reading Choices and Basic Reader Content." XXXIX (Mar. 1962), 202-209.

Presents the results of a limited experiment to determine how nearly interest categories found in basic preprimers and primers match the reading interests of children. Reports a low correlation. Includes a plea to publishers to expand the content of primers and preprimers.

Snedeker, Caroline Dale. "*The White Isle*: Writing for Children." XVIII (Oct. 1941), 206-207, 232.

Discusses how the author came to tell the tale of a Roman girl traveling to Great Britain. Narrates how the author followed Lavinia's travels through Europe to England.

Soares, Anthony T. "Salient Elements of Recreational Reading of Junior High School Students." XL (Dec. 1963), 843-845.

Points out the fact that the interests of pupils are seldom considered when reading material is assigned or suggested.

Spache, George. "Problems in Primary Book Selection." (1) XVIII (Jan. 1941), 5-12; (2) XVIII (Feb. 1941), 52-59; (3) XVIII (Apr. 1941), 139-148, 154; (4) XVIII (May 1941), 175-181.

First article in series offers standards for use in selection of preprimers. Includes research data and items usually considered in selection.

Second stresses use of score card for supplementary preprimer readers. Contains tables for facilitating choices of materials.

Third article offers a point system for evaluation of basal and supplementary primers.

Fourth presents score card for determining difficulty of vocabulary in primers.

Sperzel, Edith Z. "The Effect of Comic Books on Vocabulary Growth and Reading Comprehension." XXV (Feb. 1948), 109-113.

Author divided 5th graders into 3 groups for research on effects of comic books. Result was that comics showed no appreciable effect.

[Stanley, Emma M.] "Read-At-Home Week: A Book Week Activity." III (Oct. 1926), 254-255.

Suggests ways to make people aware of their need to read books: teacher encouragement, Good Book Week programs, the family reading aloud for one half to one hour per week. Adds a book list and a plan of execution.

Stegall, Carrie C. "Do Teenagers Really Read TAB Books?" XXXIII (Dec. 1956), 506-507.

Describes the popularity of the Teen Age Book Club in the author's school. Says that the books are interesting, good, and inexpensive.

Stoer, Marion West. "The Treatment of Characters in Popular Children's Fiction: A Second Look." XL (Feb. 1963), 172-173.

Refutes Mr. Shepard's [see Shepard, John P., Nov. 1962 issue] thesis that children's fiction is giving a false set of values.

Sufinsky, Stella. "Story Telling for Appreciation." I (Apr. 1924), 69-72.

Explains a method to bring about efficient teaching of story appreciation. Considers purpose, preparation, interest, and evaluation.

Taylor, Mark. "Writing for Children: A Challenge and a Vision." XXXIX (Dec. 1962), 799-802.

Cites reasons why book selection standards must become more demanding than ever and be rigorously applied. Observes that writing for young minds is a challenge because it is based on a vision of wonder, adventure, beauty, and knowledge, often threatened by economics.

Theobold, Ruth L. "A Dash of Nonsense for Book Week." XII (Oct. 1935), 185-186, 208.

Suggests that a Book Week theme of "Reading for Fun" was an appropriate time for discussing humorous books. Also suggests activities.

Tooze, Ruth. "This Is Their World." XXVIII (Apr. 1951), 185-193.

Shows concern for the values of good reading for children. Believes that learning can be an "alive and exciting" experience through books carefully chosen. Even poor and disinterested readers can be helped if they are led to read books of interest to them; good school libraries and children need to be made aware of their value. Mentions 5 groups of books to satisfy security, interest, curiosity, beauty, and humor: (1) nonfiction about geography and history, (2) warm human stories, (3) biography, (4) fiction or non-fiction about foreign people, and (5) folklore.

Trezevant, Blanche. "The Function of Literature in the Elementary School." XXII (Mar. 1945), 100-105.

Claims that literature in the elementary school can serve a wide variety of valuable functions for the student, developing such characterististics as self-confidence, resourcefulness, enthusiasm, imagination, integrity—all difficult to measure as results of reading.

Turner, Floss Ann. "Unity through Children's Books." XXIII (May 1946), 189-192, 227.

Discusses the continued need for the growth of tolerance toward people of all nations, races, and creeds. Believes these ideals of tolerance are built best during the formative years. Schools can contribute by providing actual and vicarious experiences. Emphasizes careful selection of books and materials because of the powerful impact of books.

Tway, Eileen. "Literary Criticism for Children." XLIV (Jan. 1967), 62-63.

Suggests several questions children can use to judge literature: (1) Does the author have something to say? (2) Did the author tell who, what, when, where? (3) Did the author build his story well? (4) Did the author appeal to more than one sense?

Usery, Mary Lou. "Critical Thinking through Children's Literature." XLIII (Feb. 1966), 115-118, 120.

Describes a theory focused on critical thinking as it applies to children's literature. Explains the process of critical thinking in terms of classroom behavior.

Van Aken, Marie. "Fiction in an Elementary School Library." XXXIX (Apr. 1962), 326-329, 356.

Points out that there are times when good fiction can, more than other media, extend learnings in such areas as social studies, science, or health. Fiction heightens and deepens other learning.

Van Cleve, Jesse Gay. "New Fall Books." V (Oct. 1928), 227-228, 252.

Evaluates books that acquaint children with foreign lands.

Veronica, Sister M. Charles, C.S.J. " 'Goody' by Goldy." XLII (May 1965), 574-576.

Discusses two pioneers of children's literature—John Newbery and Oliver Goldsmith.

Vinson, Esther. "The Newer Animal Story." VI (Oct. 1929), 197-200.

Presents the trend occurring in animal stories of the time—the tendency toward simple realism and away from sentimentalism and pseudorealism. Reviews various books illustrating the new trend in animal stories and comments on the many features of each book as a whole.

Walker, Barbara K. "The Hat and 'The Cat'." XL (May 1963), 534.

Parodies Dr. Seuss' tale in the style of Ernest Hemingway.

Walker, Edith V. "What Is the Role of Children's Literature in the Elementary School?" XLI (May 1964), 458-466.

Maintains that literature helps the child to understand himself and develop a self-concept in relation to others. The wide diversity of literature is able to meet the needs of individual pupils. Literature experiences should help the child grow in maturity of vocabulary and concept; provide for a good balance in subject matter; meet high standards of the writers', the illustrators', and the publishers' art; provide for the unique interests of individuals; and give guidance for and encouragement to leisure hours of recreational reading. Literature is also good for motivating and vitalizing other learning experiences in other curriculum areas. Reading can challenge able pupils and enrich the disadvantaged. The school program must provide activities that make literature meaningful.

Wallace, Marion J. "Suburban Students and Their Reading." XLIII (Mar. 1966), 226-229.

Reports a study of interests of 4th grade suburban students in reading, and compiles a list of books from which teachers can draw.

Ward, Pearl L. "College Classes Choose Favorite Children's Books." XXXIX (Nov. 1962), 680-684.

Lists questions of a professor in a children's literature course and gives the outcomes.

Washburne, Carleton. "Measurable Differences in Books Suitable for Different Grades." III (Apr. 1926), 113-115.

Analyzes books to show suitability for age groups.

Webb, Marian A. "Regionalism in Young People's Books." XXVIII (Feb. 1951), 76-81.

Argues for a regional approach to a study of America over a "one-world" or homogeneous picture. Suggests Lois Lenski as a good regional writer and provides a list of outstanding regional books.

Weeden, Ruth Wilkinson. "Recent Fiction for Girls." V (Jan. 1928), 8-10.

Tells of the dearth of good stories for girls at the junior high school level. Lists many familiar ones—*Heidi, Rose in Bloom, Little Women,* etc. Includes summaries of excellent old stories and some newer ones.

Wenzel, Evelyn. "Children's Literature and Personality." XXV (Jan. 1948), 12-31, 34.

Attempts to show how the study of literature can play an important role in child's social and personality development.

Wiegman, Grace. "Children's Book Week Activities." II (Oct. 1925), 276.

Lists activities which a teacher or librarian might direct as book projects: plays, pantomimes, and putting money in a bank for each book read.

Wilson, Adelaide V. O. "Sharing the Literary Heritage: A Workshop Report." XXXI (Nov. 1954), 411-416.

Discusses in detail the teacher's role in the child's literary heritage, and presents a variety of ideas to interest children in literature.

Wilson, Clara, and Evans, Clara. "Enjoying New Books with Children." XXIII (Nov. 1946), 312-313.

Storytime can be the most relaxing time of the day. A teacher needs to be wise in her selection of a book and in the manner in which she reads it and shows it. As the children mature, specific words and descriptions can be discussed at that part in the story.

Wilson, Mrs. John A. "Second Sight at Forty-Five." I (Dec. 1924), 249-252.

Concerned with introduction of "fine and sane" literature to children, the author decides that her children will be "trained to love the books that present the best ideals and principles of living." Young age is the crucial time to begin to prepare children "to receive the joys and benefits of excellent literature."

Witty, Paul, and Kopel, David. "The Use of Book-lists and Tests in Guiding Children's Reading." XV (May 1938), 167-169.

States that graded book lists and standardized tests should not be overly stressed as aids in creating a reading program geared to individual needs.

Wofford, Azile. "They Speak Out—Protests against Books about Other People." XXIV (Jan. 1947), 18-22.

Various persons set their own criteria on evaluating books about other races.

Wright, Ethel C. "Favorite Children's Books of the Past Decade." XII (Apr. 1935), 101-105.

States it is very difficult for a librarian to ascertain just which books are children's favorites. The Newbery books seem too difficult to be very popular, but books on foreign lands and American history books are great favorites. Writers and publishers are beginning to consider the child's interest more and more. Their efforts will make for more reading and much more interesting reading.

Wright, Ethel C. "The Thorndike Library." XII (Dec. 1935), 264-267.

Discusses pros and cons of having literature rewritten and simplified for children. States it would be better to have special stories written for slow readers than to use watered-down versions.

Wright, May M. "Terrible Tales for Tots." XVIII (May 1941), 190-191.

States that the majority of children are indifferent to fairy tales. According to a report by the American Library Association, children prefer books that present truth. Mentions examples of literature filled with gloom that account for children's turning toward nonfiction.

Young, Clare. "Appreciating Literature in the Rural School." IX (Oct. 1932), 207-208, 224.

Discusses the situation of a rural school teacher and her teaching literature to a multi-age group of children.

Young, Clare M. "Nature Literature in a Rural School." XII (June 1935), 150-151.

Presents two facts about nature literature: (1) the nearer we came to the study of nature from a scientific point of view, the farther we got away from it in a literary way; and (2) personal and accurate observations of nature facts when reported as observations are more interesting than either of the other phases. Once the child is interested in the thing he is observing, it becomes a natural step to read what has been written about it. Rural schools are at an advantage as the children have greater opportunities to observe creatures in their natural surroundings.

Yust, Walter. "Our Discriminating Young." III (Oct. 1926), 252-253, 257.

Maintains that since rich reading (literature which enters into the consciousness of the reader) contributes to a child's development, he should be guided in his book selection. Actually children will read what they enjoy and understand; an inferior book will go unread.

Zeligs, Rose. "Children's Opinions of Newbery Prize Books." XVII (Oct. 1940), 218-220, 249.

Reports the reaction of 150 6th grade children concerning the Newbery Prize books. According to this group only a small number of Newbery books were popular.

Zeligs, Rose. "What Sixth Grade Children Are Reading." XIV (Nov. 1937), 257-262.

Discusses factors which determine the books that are voluntarily chosen, and lists books read voluntarily. Indicates that even though voluntary reading interests cover a wide range, certain books and authors stand out.

Zim, Herbert S. "Informational Books—Tonic and Tool for the Elementary Classroom." XXIX (Mar. 1952), 129-135.

Describes purpose and use of the "information book" series.

Children's Literature: Mythology—6

(Includes Classics, Fairy Tales, Folklore, Legends)

Babcock, Mildred D. "What Children Know about Fairy Tales." XXVI (May 1949), 265-267.

Reports survey by a college storytelling class to determine the popularity and recognition of fairy tales.

Barnes, Mildred Wier. "Unearthing a Children's Classic." XIX (Dec. 1942), 296-297.

Revives an overlooked classic, *Diddie, Dumps and Tot* by Prynella, a story told in dialect about people. Good for children 9 to 12 years old.

Barnes, Ruth A. "Nonsense Materials and How to Use Them." VI (June 1929), 147-150.

Presents a resumé of folklore, fairy tales, prose, nonsense rhymes, and dialect stories which could be used to enhance and encourage a sense of humor in children.

Bianco, Margery Williams. "Poor Cecco Goes to a Book Tea." III (Oct. 1926), 248-250.

Places characters from such books as *Alice in Wonderland, Raggedy Ann, Puss in Boots,* and *Red Riding Hood* at a tea party. Here they discuss their individual situations, and each concludes he is glad to have been brought into existence.

Burroughs, Margaret Taylor. "Uncle Remus for Today's Children." XXX (Dec. 1953), 485-492.

Considers dialect and contortion in the Negro folktales as difficulties in reading Harris. Recommends the better qualities of West African folk stories, such as *Talk* and *The Cowtail Switch,* to give children the cultural wealth of the Negro.

Burrows, Alvina Treut. "Life, Liberty, and the Pursuit of Literature." XXXIX (Apr. 1962), 321-323, 335.

Notes that so long as the philosophy of local autonomy exists in the schools, so long will we have courses in literature prepared by the teacher. The strongest force in determining the literary content of the elementary curriculum is the teacher, since what the teacher knows and loves eventually gets into action in the classroom. Good courses in literature; an abundance of the traditional prose of folk tale, fable, myth, epic, and legend; and a balance between the traditional heritage and modern prose and verse should accompany the methods courses in the young teacher's education.

Byers, Nell B. "Porridge for Goldilocks." XXV (Dec. 1948), 501-505.

Proposes that harm may be done to children by the false concepts and romantic extravagances of some traditional literature, such as *Jack and the Beanstalk, The Three Bears, Cinderella,* and *Little Red Riding Hood.*

Carr, Constance. "Folk Tale Collections." XXXIV (May 1957), 283-292.

Offers reasons for inclusion of folk tales in the curriculum, criteria for evaluating collections, and a bibliography of recommended collections.

Collier, Josephine. "Reading the Right Books." IX (Oct. 1932), 205-206, 224.

Encourages the use of the older classics of children's literature as well as the more modern writers. Relates reactions of children to a team effort by a librarian and an English teacher in a particular situation.

Coolidge, Ann Elizabeth. "Origins of Our Negro Folk Story." IX (June 1932), 161-162.

Shows the origins of Negro folk tales as being of mixed backgrounds. Cites contribution of Joel Chandler Harris to Negro literature.

Coolidge, Elizabeth H. "Mythology—When?" XVII (Dec. 1940), 311-314, 326.

Maintains that mythology should be part of the pre-high school curriculum. Suggests that myths could be read to and enjoyed by primary age children.

Craig, Donald W. "Lost Heritage." XL (Nov. 1963), 736-742, 769.

Stresses the value and importance of teaching elementary school age children the classics.

Cronin, Bernice M. "Mother Goose in the Kindergarten." III (Dec. 1926), 321-325.

Suggests the use of Mother Goose rhymes in the kindergarten to aid in developing good habits and disciplines while overcoming self-consciousness. Includes a teaching lesson to illustrate how children can approach an appreciation of sentence sense, organization, and unified thought, and find self-expression through such rhymes.

Dalrymple, May Z. "The Arthurian Legends: Editions Suitable for School Use." XVII (Dec. 1940), 317-320.
Advocates the use and reviews editions of "King Arthur."

Deaton, Mary B. "Rip Van Winkle: Study of a Legend." XXIX (Nov. 1952), 414-415.
Gives suggestions for teaching a legend, using "Rip Van Winkle" as an example. Outlines basic procedures: (1) define a legend; (2) analyze the introduction; (3) discuss the story proper; (4) interpret the conclusions; (5) elicit legend telling from class.

Dolch, Ida C., and Dolch, E. W. "The Bible Is Easy Reading." XV (Dec. 1938), 297-298.
Suggests that the Bible is easy reading matter by using Gospel of St. Mark and illustrating the readability through the number of familiar words encountered. Cites that half of the words are known to preschoolers; nine out of ten of the words are known to grade school children.

Fenner, Phyllis. "Old Stuff? That's What You Think." XXI (Oct. 1944), 201-206.
Criticizes children's selection of books. Emphasizes that some of the "old stuff"—myths, folk tales, classics—is still of value.

Geboe, Juanita. "Folklore for Superior Readers in Third Grade." XXXVII (Feb. 1960), 93-97.
Describes the use of folklore as a field of literature for superior 3rd graders. Six out of 33 children were chosen to read myths and fairy tales. Audiovisual aids, dramatizations, and records kept interest high. The readers mastered new vocabulary, progressed to creative art experiences and discussion periods, and thought the study exciting and different.

Goldsmith, Sadie. "The Fable as a Medium for Character Education." XVI (Oct. 1939), 223-225, 228.
Reviews research which showed that (1) a study of fables did not produce visible improvement in moral judgment of children; (2) the fable does have a place in children's literature as part of our cultural heritage; and (3) fables may be used to stimulate creativity in children, especially in enrichment activities such as speech, drama, and art.

Grogan, Agnes Clare. "Our American Folklore—A Story Project." XXXIV (Feb. 1957), 75-81.
Summarizes a teaching lesson in American folklore carried out by a teacher-librarian. Major objective of the project was to develop and instill an appreciation for the heritage of folklore.

Hewitt, Alden. "The Fairy Lore of the Elizabethans." XI (Jan. 1934), 1-4, 29.
Expresses the feeling that though fairy lore too often remains an unexplained field, knowledge of it is desirable for successful presentation of the folk and fairy tale by teachers. Presents a fairly comprehensive background to the miniature world of the land of Faery.

Humble, Emma. "Fairies Today." VII (Oct. 1930), 204-208.
Lists a few revised fairy books. Children learn not to believe in fairies although at certain age levels they enjoy the fun of make-believe.

Hutchison, Earl R. "These Modern Children's Tales." XXXV (Nov. 1958), 456-458.
Points out alterations in children's tales to take out the violence.

Johnston, A. Montgomery. "The Classics of Children's Literature." XXXIX (May 1962), 412-415.
Develops and illustrates the idea that a more rigorous definition of the term "classic" is needed, as well as the development and the use of shorter lists of classics which will benefit the child and the school program.

Kaplan, Ida Lee. "Modern Wonder Tales." XI (Feb. 1934), 48-50.
Supports the place of fanciful tales in education; modern tales are written to avoid objections drawn to the traditional fairy tales. Includes a list of fanciful stories since 1900 by age levels. Selections made on bases of interests, style, structure, content, narrative value, treatment of characters, and format.

Kreinheder, Adeline. "A Comparison of Robin Hood Stories." XVI (Jan. 1939), 5-9.

Lists the ten most famous versions of the Robin Hood legend in the order of the author's preference.

McCreary, Anne Phillips. "A Reconsideration of Classics for Children." XXXIX (Apr. 1962), 330-335.

Notes that the adapting of children's classics by modern publishers is common today and discusses the advantages and disadvantages of this practice.

Morton, Richard. "*Alice's Adventures in Wonderland* and *Through the Looking-Glass*." XXXVII (Dec. 1960), 509-513.

Suggests that Lewis Carroll's children's classics can be presented to young readers from a more meaningful and more specifically literary approach with emphasis on the whole rather than on individual parts. Feels that since the impact of the books is obvious, children have little trouble in realizing that Alice's fairyland adventures are dramatic representations of a child's life in the adult world. Includes many comments and interpretations of specific incidents in Alice's adventures.

Pilant, Elizabeth. "American Folk Literature for Children." XXXI (Mar. 1954), 131-135, 149.

Discusses value of folklore as a teaching aid; it impresses students as more down-to-earth about the culture of people than are cold facts of history. Books, recordings, tales, and filmstrips are more interesting than statistics to children.

Ryan, Calvin T. "Advocate for the Fairies." XI (Dec. 1934), 268-271, 278.

Takes a stand for fairytale books.

Ryan, Calvin T. "Taking Folk Literature Seriously." XXX (Mar. 1953), 144-148.

Discusses the merits of folk literature. Concludes it should have a serious part in the language curriculum.

Smith, Dora V. "The Children's Literary Heritage." XLI (Nov. 1964), 715-727, 758.

Discusses problems associated with children's reading of literature. Points to the common failing of forcing specific classics upon all children indiscriminately; the goal is to acquaint them at the appropriate time with those books of imaginative and high literary quality which give insight into basic human values. The teacher's task is to reexamine both the materials for reading instruction and the world's great classics for children to determine which of them have something to say to students and at what time in their reading experience. Literature should be chosen on an individual basis. Lists some 200 classics for children.

Snedaker, Mabel. "Ballads in the Sixth Grade Literature Program." II (June 1925), 201-206.

Describes a 6th grade unit on ballads in literature at the University Elementary School, State University of Iowa. Includes historical background as well as method for presentation. Contains also a lengthy bibliography of suitable selections for study.

Swindells, Minnie H. "Fairy Tales as Folklore." (1) XI (Jan. 1934), 5-8, 30; (2) XI (Feb. 1934), 41-45; (3) XI (Mar. 1934), 81-85.

Begins a three-part discussion by contending that fairy tales are folklore because they contain elements which are survivals of primitive beliefs and practices of our faraway ancestors and which reflect accurately their tribal rituals, customs, and organization. Continues with citing incidents and ideas common in our fairy tales which are our literary heritage. Concludes with an analysis of Perrault's versions of "Little Red Riding Hood" and "The Three Billy Goats Gruff" for their perfection of form and insight into primitive culture.

Taylor, Pauline Byrd. "Ethics in Fairy and Household Tales." XVII (May 1940), 190-191, 198.

Contends that fairy tales do not offer a code of ethics for children. States four reasons for the twisted ethical conception found in fairy tales.

White, Ruth S. "The Heart-Side of Reading." XXXIX (Mar. 1962), 186-188.

Encourages teachers to become acquainted with the folk stories of ancient times as well as the modern classics that have come from the pens of Estes, Wilder, and Tolkien. Points out that appreciation of these childhood classics will help the teacher to a better understanding of his pupils and will help him to bring together the great books of the ages and the new ones.

Children's Literature: Poetry—7

Abernathy, Helen B., and Burgett, Earlene. "Let's Write a Poem." XXXIX (Feb. 1962), 119-122, 127-128.

Proposes that if poetry is introduced as another means of expressing a child's idea, children will not build up a dislike for it. Encouraged but not pressured to write down their thoughts in poem form, children then proceed to putting their poems to music.

Agnes, Sister Mary. "Social Values in Children's Poetry." XXII (Apr. 1945), 133-138.

Argues that study of poetry can develop healthy social attitudes in students.

Anderson. Etoile E. "Poetry for the Second Grade." VI (Jan. 1929), 7-9.

States the purpose of including poetry in the curriculum—for its own pleasure and beauty and to enhance other areas of study. Concludes with a complete 2nd grade unit on poetry.

Arduser, Ruth H. "When I Held a Conch Shell to My Ear." XXXIX (Jan. 1962), 42-45.

Presents a group poem composed by a 3rd grade class and describes the inspiration for the poem, its initiation, and the step by step development leading to its accomplishment. Suggests rewards of such a project.

Armington, Marion S. "An Experiment in Creative Poetry at the Sixth-Grade Level." XLIII (Feb. 1966), 134-137.

Describes an interesting experience of one teacher who motivates her 6th graders in poetry.

Avegno, T. Sylvia. "Intermediate-Grade Children's Choices of Poetry." XXXIII (Nov. 1956), 428-432.

Reports a study of the preferences of 4th, 5th, and 6th grade children for old poems and new poems.

Bacher, June. "Criterion for a Poem: Its Ability to Dance." XL (Nov. 1963), 729-735, 769.

Enriches appreciation of poetry by correlating it with music so that poetry becomes alive and concrete for the children.

Bacher, June. "Thinking Briefly." XLIII (Oct. 1966), 619.

Describes haiku writing and its values for children.

Bailey, Adele. "Notes on a Lesson in the Appreciation of Poetry." VIII (Feb. 1931), 41-43.

Provides an interesting approach to creative poetry writing. The children first decided what poetry meant to them. Then after three poems were read, the children wrote their interpretations and found that poetry is a complete cycle: (1) the poet's thoughts and feelings, (2) the reading and enjoying of the poem, and (3) writing about the poem.

Barnes, Ruth A. "Poetry: By and for Children." VII (Apr. 1930), 94-97.

Gives a list of authors of poetry which can be used by adults for reading to small children. Suggests that when appreciation is established, the child can be encouraged to write his own story.

Barnes, Walter. "Contemporary Poetry for Children." (1) XIII (Jan. 1936), 3-9; (2) XIII (Feb. 1936), 49-53, 57; (3) XIII (Apr. 1936), 135-138, 148; (4) XIII (Nov. 1936), 257-262; (5) XIII (Dec. 1936), 298-304.

Five articles in a series analyze the two elements which combine to form good poetry for children: poetic merit and children's interest. Author discusses poetry of Elizabeth Madox Roberts, Frances Frost, Mary Austin, Rachel Field, Rose Fyleman, Eleanor Farjeon, Monica Shannon, Hilda Conkling, Ilo Orleans, Nancy Byrd Turner, A. A. Milne, Dorothy Aldis, John Farrar, and others.

Beverley, Clara. "Poetry in the School Room: The Interpreter's House." I (Mar. 1924), 20-23.

Uses the "Arsenal at Springfield" by Longfellow to illustrate how literature may provide enough stimulation to arouse expectation and interest preceding and during the oral rendition of poetry.

Bowers, Mary E. "Shoes My Size." XXVI (Nov. 1949), 381-384.

Tells of creative writing ability of 3rd graders, methods to use, and of benefits of it to the children individually and to the class.

Bradshaw, Ruth E. "Children's Choices in Poetry in the First Grade." XIV (May 1937), 168-176, 188.

Reports a study made by Ernest Horn, State University of Iowa, in 26 1st grades of Iowa and Illinois on choice of poems by teachers and by children.

Bremm, Hazel G. Stagg. "Creative Writing in Primary Grades." XXVI (Nov. 1949), 394-396.

Tells of early introduction to poetry as a must in the appreciation of cultural heritage. Outlines procedures to follow in teaching poetry, including activities. Illustrates how poetry provides its own disciplines of beauty and tranquility.

Broening, Angela. "Sea Poetry, Literary Appreciation Taught through Projects." I (Nov. 1924), 210-215.

Shows how the artist created a mood (emotion of fear or love) of the sea. Discusses in groups each child's reaction. To stimulate the interest in poetry of the sea, shows art in different aspects. Uses Source of Sea Poems, the Sea in Prose, and Songs of the Sea. Organizes unit around silent study and socialized recitation.

Byers, June. "Using Poetry to Help Educationally Deprived Children Learn Inductively." XLII (Mar. 1965), 275-279.

On the basis of her own experience with remedial reading students at the 5th and 6th grade levels, the author supports the view of Gretchen Wulfing that all children respond to poetry. Also suggests an inductive approach to poetry.

Carlson, Ruth Kearney. "Poetry as a Reading Aid: An Introduction." XLII (Mar. 1965), 273-274, 279.

Suggests the use of poetry as a reading aid for culturally disadvantaged children and sets up guidelines for such a program.

Certain, C. C. "The Elves Were Making Snow Flakes." I (Dec. 1924), 258.

A poem describes elves busy at work making snowflakes. When the snow had fallen, they played in it.

Certain, C. C. "The Run-A-Way Toys." I (Dec. 1924), 248.

A dream describes the toys as they were leaving town: suddenly Santa came, placed his pack on the ground, opened it, and beckoned the toys to come; then the toys marched into his pack.

Certain, C. C. "Samanthy Anne." I (Dec. 1924), 252.

A short poem describes love for a doll with a missing arm and leg.

Chancles, Sol. "A New Attitude toward Poetry." XXVII (Nov. 1950), 454-456.

Suggests classifying poetry into four categories for easier integration into other units of study and for use as a tool for social betterment and improved democratic living.

Coast, Alice B. "Children's Choices in Poetry as Affected by Teachers' Choices." V (May 1928), 145-147, 159.

Describes a survey of the influence of teacher tastes on pupil choice of poetry. Poems preferred by teachers were those most frequently chosen by children.

Cohen, Beatrice. "A Third-Grade Adventure in Ballad Making." XXVII (May 1950), 320-322.

Relates an experience in which a poetry unit is correlated with other activities, including class writing of a ballad based on the story of Robinson Crusoe.

Corbin, Richard. "Poetry and Hard Fact." XLIII (Mar. 1966), 203-208.

Presents the presidential address given at 55th annual convention of National Council of Teachers of English. Major problems and issues in teaching English: copyright legislation, national testing, education for the disadvantaged.

Curry, Mary Margaret. "Wednesdays at Two—An Hour Spent with a Poetry Club." XXIX (Mar. 1952), 150-154.

Describes a poetry club formed to show children that poetry can be enjoyment rather than hard work.

Dawson, Mildred A. "We Thank Thee, Lord." XIII (Nov. 1936), 245-247.

Tells of a unit plan to help children develop the true meaning of Thanksgiving and how it came about. Because this plan was flexible, any class in grade school could use it.

Dearborn, Frances R. "Poetry for the First Three Grades. VII (Mar. 1930), 67-69.

Describes one teacher's approach to the presentation of poetry in the primary grades. Poetry was presented casually with very little discussion, allowing children's interests to dictate whether it would be repeated. Points out facts that poems are liked for different reasons and some may appeal more to one sex than to the other.

DeBase, Lucy. "Fun with Poetry." XXXV (May 1958), 299-301.

Provides samples of original poetry based on a year's activities involving a combination class of 22 2nd and 3rd graders.

Dubbe, Ann. "Creative Poetry in the Primary Grades." XXVIII (Nov. 1951), 410.

Describes one teacher's technique of motivating 2nd grade children as a group to write a poem. Seated around a tree they have decorated, responding to a question their teacher has asked, the children express their wishes for Christmas in rhyme and write a poem.

Duffy, Gerald G. "Children Do Enjoy Poetry." XXXVIII (Oct. 1961), 422-424.

Maintains that resistance at the 6th grade level to poetry can be overcome by the teacher who faces up to initial problems, continues with humorous poetry, introduces story poems followed by poems of greater depth, and knows how to enrich through introduction of drawings, dioramas, choral reading, and the like.

Duffy, Gerald G. "Poetry: An Insight into Self." XL (Nov. 1963), 758-761.

Encourages the development of creative expression and self-insight through and in poetry. Identifies stages in children's learning to write poetry: observation, inspiration, and writing.

Eckert, Mollie Horton. "Children's Choices of Poems." V (June 1928), 182-185, 192.

Reports a study indicating that poems from a nontextbook source had greatest number of first choices of children in grades 1-3.

Endres, Raymond J. "Children and Poetry." XL (Dec. 1963), 838-842, 888.

Stresses the importance and beauty of poetry as a part of the language and the value of teaching enough of it to children to forestall their stereotyped notions of it.

Friend, Mimi. "Developing a Unit in Writing Poetry." XXXVII (Feb. 1960), 102-104.

Describes ways a teacher can inspire a study of poetry and the writing of poetry: (1) a teacher must first appreciate and understand this art form before he can teach it; (2) a teacher must be a salesman to introduce poetic forms so that they are liked.

Furness, Edna L. "Pupils, Poetry, and Pedagogues." XXXIX (Oct. 1962), 601-607.

Discusses the teacher's role in developing student appreciation of poetry; concludes that there is no one best method to teach poetry. Includes a diagnostic chart setting forth detailed teaching procedures that help the students become aware of the elements of poetry.

Gillett, Norma. "Interesting Children in Poetry." XVI (Jan. 1939), 15-16.

Describes a teacher's attempts to interest 35 5th and 6th graders in poetry. A subjective evaluation concludes that when attention is devoted to it, children can be motivated to enjoy poetry.

Gillett, Norma. "Some Poetry Writing Experiences in the Third Grade." XI (June 1934), 152-154, 172.

Directs attention to the problem of helping children become aware of the fundamental elements of poetry without stifling interest and spontaneity. Isolates 8 specific procedures that are effective with children in poetry writing.

Gillett, Odeyne. "Poetry as an Integrating Force." XIII (Apr. 1936), 142-144.

Relates a classroom teacher's experience in using poetry as a motivating force to a group of unresponsive, disinterested 6th graders.

Girdon, Mary B. "Rhyme or Reason." XXIX (Nov. 1952), 411-413.

Asserts, "Do not struggle with rhyme and reason at the expense of sacrificing meaning and feeling" when teaching the writing of poetry.

Glenn, Margaret R. "Sea Poetry." IX (Feb. 1932), 42-43, 47.

Describes a collection of sea poetry illustrated in notebook by 8th grade boys. Lists sea poems classified into 11 categories.

Gould, Florence E. "Creative Expression through Poetry." XXVI (Nov. 1949), 391-393.

Lists practical and aesthetic gains in using poetry in teaching—a form of creative expression.

Goy, Naidene. "Let's Build a Poem." XXV (Apr. 1948), 228-231.

Describes a step by step unit used in teaching poetry. Gives examples of poems written by 6th grade pupils.

Green, Ivah. "The Time for Poetry." XXIII (Apr. 1946), 154-156.

Believes the time for poetry is the moment when a stimulus creates student interest. The vicarious approach means that the teacher will need an adequate supply of poems for many situations and will have to set a class rapport for poetry appreciation.

Groff, Patrick. "Take Time for Rhyme." XL (Nov. 1963), 762-764.

Encourages children to explore writing in rhyme on the basis that rhymes are an innate part of the child's being, an outgrowth of man's natural instinct.

Groff, Patrick J. "The Most Highly Esteemed Children's Poems." XXXIX (Oct. 1962), 587-589.

Analyzes children's poems, considered most highly esteemed, to determine if they meet the criteria favored by most anthologists of children's poetry.

Gunderson, Ethel. "All from One Poem." XXXVII (Nov. 1960), 449-450, 485.

Describes how one teacher uses poetry in her classroom. Her children read, speak, sing, dance, dramatize, and illustrate poems.

Haight, Edith C. "Dancing to Poetry." VIII (Nov. 1931), 220-221.

Discusses the benefits that accrue from dancing while poetry is read—an exercise for the primary grades.

Hall, Cecil B. "Expression in Poetry Appreciation." VIII (Dec. 1931), 249-250.

Presents a method of classroom teaching of poetry by encouraging children's response through illustration, dramatization, and verse writing.

Harbage, Mary. "Using Poetry with Young Children." XXVI (Nov. 1949), 385-390, 427.

Tells story of how to teach poetry to children at opportune times. Lists authors and poems, uses of bulletin board, and bibliography of poetry suited to ages of children.

Harney, Irene. "Prose, Poetry: A Comparison." XXXIX (Dec. 1962), 794-795, 798.

Describes how one teacher interests students in poetry through comparisons with prose.

Harrington, Mildred P. "Children and Poetry." (1) IX (Mar. 1932), 57-60, 75; (2) IX (May 1932), 139-141.

Recommends poems for various ages. Suggests books for home and school libraries.

States that poetry should be used to bring about some measure of self knowledge. Lists several anthologies for appropriate age and interest groups.

Hartman, Juliet. "The Place of Poetry in Children's Literature." IX (Jan. 1932), 17-19.

Presents some purposes of poetry as a part of the elementary school curriculum.

Herman, Sema Williams. "Verse and Song for Democratization." XXV (Oct. 1948), 339-343, 388.

Presents to the classroom teacher a key for establishing democratic relationships in very small children. Suggests some media which will enable children to express these newly acquired attitudes.

Higgins, James E. "The Poet and the Child." XXXIX (Dec. 1962), 806-808, 814.

Notes the many similarities between the sensibility of the poet and that of the child; poses question of why children become alienated from poetry.

Hill, Marjorie. "One Teacher's Experience in Arousing Interest in Poetry." XVII (May 1940), 192-193.

Describes how interest was aroused in poetry by organizing and planning a Poetry Day.

Hill, May. "Unharnessing Pegasus." VIII (May 1931), 107-108.

Draws analogy between the myth of Pegasus and the teaching of poetry. When schools "harness" poetry with other subjects, they destroy the enjoyment of poetry.

Hofer, Louise B. "What Do Sixth Graders Really Like in Poetry?" XXXIII (Nov. 1956), 433-438.

Tells how the author worked with her 6th graders in poetry and discovered their likes and dislikes in this area.

Hooper, John. "Poetry Experiences of an Itinerant Teacher." X (Dec. 1933), 246-248, 266.

Recounts activities as a book agent and maintains that such individuals are in reality itinerant teachers; if their interests lean toward poetry, then its treatment must remove poetry "from its pedestal; second, that it is necessary to construct a definite course of guidance; and third, that children must experience poetry in order to enjoy it."

Hopkins, Lee Bennett. "From 'Trudeau's Garden'." XLIV (Oct. 1967), 613-614, 616.

Describes the cinquain as a compressed five-line, unrhyming stanza, containing 22 syllables broken into a 2-4-6-8-2 pattern; reveals how it was developed and perfected by Adelaide Crapsey, a poet of the early 20th century.

Huber, Miriam Blanton. "Children's Choices in Poetry." IV (Jan. 1927), 24-27.

Describes results of rather extensive research in determining children's choices in poetry.

Huber, Miriam Blanton. "Children's Poetry." (1) III (Oct. 1926), 258-261; (2) III (Nov. 1926), 287-289, 299.

Describes a study made with 50,000 children in 11 experimental centers to discover children's taste in poetry as compared with adults'; 38 of the 573 poems studied were placed on the "black list" and are named in the article. Also lists 18 poems rated highest by children. Children preferred poems of action, plot, and humor.

Jackson, Doris C. "Poetry-Making with Children." XX (Apr. 1943), 129-134.

States that careful planning should precede poetry writing by children in order to free them to reveal their inner thoughts. States that the deep emotional satisfaction derived from expressing one's thoughts is most important.

Jacobs, Leland B. "Poetry for Children." XXVII (Mar. 1950), 155-157.

Gives criteria for selecting poetry for use in the classroom: (1) it must produce an exhilarating sense of movement; (2) it must make commonplace experiences vibrant; (3) it must tell a wonderful story; and (4) it must bring health-giving laughter and have a lyric quality.

Jacobs, Leland B. "Reading Poetry to Children." XXV (Nov. 1948), 418-423.

Offers 6 suggestions to the teacher for more effective oral presentation of poems to a class.

Johnson, A. Elizabeth. "Children and Poetry." XXIV (Jan. 1947), 43-46.

Infers our practical civilization prefers books of common sense to lyrics: "We have no mythology, no minstrelsy." Insists a poet can easily transfer his mood to a child reader. Cites approaches to poetry reading: timeliness, special interest, special circumstances.

Kangley, Lucy. "An Approach to Poetry Appreciation." XIII (Oct. 1936), 205-208, 238, 240.

Tries to solve these problems: how to bring poetry back to the people and how to create sensitive, discriminating audiences intelligent readers, and future poets. Also believes poetry cannot be taught, but must be shared and experienced.

Kazlov, Gertrude. "Poetry to Teach By." XXXIX (Jan. 1962), 7-10.

Illustrates how poetry can be used with arithmetic, science, and social studies, as well as the language arts.

Kidd, Elvora L. "A Digest of Approaches to Creative Writing with Primary Grades." XXV (Jan. 1948), 47-53.

Divides 5th grade class of slow learners into 5 groups and works on different approaches to creative poetry.

Kinsey, Dorothy Anne. "Poetry Writing in the Grades." VIII (Feb. 1931), 35-36.

Presents poetry writing as an outlet for each child's imaginative potentialities. Realizes inspirations for children's poems are as varied as each individual. Stresses narration in poetry rather than form and rhyme.

Kirkland, Josephine. "Choric Verse through Creative Writing." XL (Jan. 1963), 49-51.

Describes a class experience of writing verse for a promotion day.

Knapp, Elizabeth. "Recent Books of Poetry for Children." V (Apr. 1928), 119-121.

Suggests the following outstanding books, and others, to be used in teaching poetry in the elementary school: *Pointed People* and *Taxis and Toadstools* by Rachel Field, *Poems by a Little Girl* by Hilda Conkling, *Child's Day* and *Peacock Pie* by Walter de la Mare, *Songs of Youth* by Rudyard Kipling, and *The Winged Horse* by Joseph Auslander. Recommends selections appropriate for grade levels and interests.

Knudson, Rozanne. "Try Dada Data." XXXVIII (Jan. 1961), 28.

Illustrates how the Dada Movement of the 1920's was used to elicit interest in poetry for junior high students.

Lachman, Florence. "Writing a Group Poem." (1) XXXIV (Apr. 1957), 258; (2) XXXIV (May 1957), 319.

Relates how all the disciplines were included in the writing of a group poem as a class studied the Norsemen. Concludes that the children used effectively their knowledge from many curriculum areas and learned their new object of study well.

La Rue, Garnette. "The Turned-Into-Outs." VIII (Feb. 1931), 30-32, 40.

Contends that children must write poetry as they think of it, in their own language, not when the teacher has some time in a rigid schedule where little time is left for individual pupil inspirations.

Lindsay, Vachel. "The New Poem Games." (1) XI (Dec. 1934), 255-257; (2) XII (Jan. 1935), 1-3.

In these articles, two manuscripts unpublished at his death, Vachel Lindsay gives his views on what he calls the "new poem games," based on experiments in Spokane. Informal social groups took part in these games, including chanting and participation in choral refrains. Dances were included, and the atmosphere was experimental, informal, and light-hearted.

Author feels that the vitality of poem games is a possible art form. Discusses Spencerian poem games for small, concentrated, select groups who drew, rhymed, sang, danced, and acted in a single evening's improvisation.

Lobker, Margaret. "An Adventure in Poetry." XXIII (May 1946), 211-213.

Describes a teacher's method of motivating a class to write poetry. Concludes with selections of children's poetry.

Loeser, Katinka. "The Poet's New Address." XX (May 1943), 175-179.

Discusses how World War II influenced the field of poetry. The unique circumstances in which writers found themselves influenced their writings in varying degrees and ways.

Lowe, Orton. "Come Hither—Rainbow Gold —The Singing World." III (Jan. 1926), 10-13.

Refers to 3 different anthologies of verse for children. Briefly describes each of them and gives titles of some poems in each. Includes a few poems in the article.

Lowe, Orton. "What to Emphasize in the New Poetry for a More Popular Appeal to Children." VI (Feb. 1929), 37-38, 48.

States that there are no standards for poetry. Two major problems confront the child: lack of poetry and difficulty in obtaining poetry that is in print. Author compliments and criticizes various types of poets. Concludes with preferable characteristics of poetry: uses everyday language, is capable of being realized in a child's experience, is nearer child's world, is less formal, expresses a joy in life.

Lund, Mary Graham. "Learning Poetry 'By Heart'." XXX (Apr. 1953), 222-224.

Discusses ways to teach poetry so that it can be a means of orientation and emotional satisfaction.

Lupo, Ruth. "How Poetry May Contribute to a Child's Development." XXXIII (Nov. 1956), 426-427.

Sets forth various advantages that can be obtained from poetry: serving individual differences, sharing experiences, stimulating new ideas.

Lyman, R. L. "What Poetry Shall We Teach in the Grades?" I (June 1924), 145-149, 151, 154.

Reviews studies which indicate that children need to be exposed to literature in order to enjoy it. Schools must choose simpler and easier materials of good standards and postpone heavier literature until pupils are older.

McCauley, Lucile. "Children's Interest in Poetry." XXV (Nov. 1948), 426-441.

Gives results of a survey on children's interest in different kinds of poetry in 1st grade. Finds that the children's interest was guided by the teacher's enthusiasm and parental guidance. Poetry helps children's vocabulary to grow and independent reading power to increase.

McCauley, Lucile. "Little Children Love Poetry." XXV (Oct. 1948), 352-358.

Tells how the use of poetry in the classroom will help children learn to appreciate and create poetry, develop language power, and interpret their own experiences.

Macagnoni, Virginia. "Children Can Create." XXXIII (Apr. 1956), 225-228.

Stresses the importance of using one's immediate surroundings in writing poetry and of correlating poetry with art.

Mackintosh, Helen K. "Recent Data on Children's Interests in Poetry." VIII (Jan. 1931), 18-20.

Reports how observation and direct experiment can create children's interest in poetry. Indicates that children's choices are characterized by action, child experience, humor, dialect, and repetition.

Mackintosh, Helen K. "Removing Drudgery from the Memorization of Poetry." IV (Dec. 1927), 297-300.

Points out several factors teachers must keep in mind to make memorization of poetry enjoyable: the teacher must enjoy the poem; she must have an extensive collection from which she and the children may choose; required poems should have many interest elements; and choice of poems should be made with reference to a particular class rather than just from a graded list. Gives 10 specific steps to help a class memorize a poem and illustrates the steps with a poem by Walter de la Mare. Suggests poems for memorization for grades 1-6 and lists several poetry anthologies.

Mackintosh, Helen K. "A Study of Children's Choices in Poetry." I (May 1924), 85-89.

Reports a study involving 7 groups of 5th grade pupils regarding choices of poetry. Concludes that pupils enjoy poems more when not required to memorize or analyze them. Results show that children, when given their choices, include selections that have literary merit.

Marcier, Joan. "From the Poets to the Children: Three Books in Review." II (Jan. 1925), 11-14.

Reviews Hugh Lofting's *Porridge Poetry*, Christina Rossetti's *Sing-Song*, and Hilda Conkling's *Silverhorn*. Looks at the poetry through the eyes of children.

Marie, Sister Ann, F.S.P.A. "Writing Original Ballads in Junior High School." XXVII (Oct. 1950), 383-385.

Presents a structured lesson plan for teaching creative writing in the 8th grade.

Nelson, Richard C. "Children's Poetry Preferences." XLIII (Mar. 1966), 247-251.

Reports on a study revealing that (1) college students were fairly successful in predicting poetry that children (grades 1-3) would enjoy and that (2) children preferred selections in contemporary texts to those in 1928 texts.

Ort, Lorrene Love. "Poetry Broadsides." XXVIII (Nov. 1951), 411-413.

Asserts that children of today enjoy hearing poetry as much as seeing pictorial billboards. "Poetry broadsides" is a language activity to encourage an appreciation of poetry. A "poem broadside" is a poem written on a large sheet of poster-size paper and sometimes illustrated with magazine, newspaper, or travel folder pictures or a poem written and illustrated on a chalk board, which conveys feeling and ideas and awakens in a reader and listener a response. Poetry appreciation may be integrated with all curriculum areas, particularly if teachers are genuinely enthusiastic about it.

Owen, Nell. "Creative Writing in the Upper Grades." X (Jan. 1933), 9-12.

Describes the author's technic in teaching creative writing, especially of poetry, to 7th and 8th graders.

Palm, Rachel. "Let Boys and Girls Choose Their Own Poetry." XXVIII (Oct. 1951), 343.

Cites the need for children to choose their own poetry from many kinds available. When children can understand a poem through experiences of their own, it becomes meaningful for them.

Palm, Rachel. "Shall We Require Boys and Girls to Learn Poetry?" XXVIII (Nov. 1951), 421.

Describes how one teacher reversed her class's unfavorable attitude toward poetry study. By substituting enjoyment for rote memorization, she soon found her students meaningfully memorizing poetry unconsciously. As a culmination, she suggested a poetry speaking contest. Each student chose his own poems or passages. The class established criteria for judging performances and determined the winners.

Parker, Pansy. "Painting Pictures with Words." XXVIII (Dec. 1951), 484-487.

Discusses ways of teaching poetry by emphasizing wise selection and interesting presentation of poems. There is no one best way of presenting a poem. A method may arise from situations, surroundings, experiences, or material itself. Poetry is valuable in furnishing opportunities to observe, wonder, interpret, talk freely, explore, develop greater skill in using language, and acquire lasting values.

Parkinson, Grace M. "Creative Expression through Poetic Language." VIII (Feb. 1931), 27-29, 48.

Illustrates how creation of poetic expression in the lower elementary grades stems from an environment of freedom and stimuli when the teacher puts the child in contact with beauty, guides his sensitiveness, provides a literary background, and arranges experience situations.

Parks, Carrie Belle. "Stenographic Report of a Poetry Lesson." V (Sept. 1928), 201-204, 211.

Discusses a stenographic report of a poetry lesson with the dialogue between teacher and students recorded. Admits that the teacher talked too much.

Perry, Frank M. "Hold Up a Mirror." XXVII (Dec. 1950), 512-514.

Describes a creative writing project in an 8th grade class in which the students wrote a five-line poem, a cinquain.

Phillips, Marina. "A List of Poems Based on Children's Choices." VII (Nov. 1930), 229-234.

Contains a graded list of poems chosen from readers' choices.

Pittman, Grace. "Young Children Enjoy Poetry." XLIII (Jan. 1966), 56-59.

Reports the findings of a study on the general reading interests of 3rd grade children, with emphasis on poetry.

Powers, Pauline R. "Original Verse Writing for Children." VI (Nov. 1929), 229-231.

Describes a 5th grade teacher's efforts to promote poetry by reading the work of recent poets, then having pupils attempt the writing of poems.

Rainwater, Cleo. "Poetry in a Fifth Grade." VIII (Feb. 1931), 37-40.

Asserts that motivation by the teacher is required to find the psychological moment in poetry writing—this moment occurs when the interest is high and the desire to write is stimulated.

Rasmussen, Carrie. "The Words Sang Like Music at the English Festival of Spoken Poetry in London." XXXVI (Dec. 1959), 563-564.

Author reviews her reactions to the English Festival of Spoken Poetry in London in which she heard poems interpreted differently by different readers. Relates oral interpretation to a need for this kind of approach to teaching poetry.

Ray, Muriel. "Poetry and Art." XLI (Jan. 1964), 56-61.

Relates an experiment to discover through recitation and readings those rhythmic words which stimulate feeling and emotional response in a visual manner.

Reasoner, Chuck. "No Tune from the Hickory Stick." XXIX (Oct. 1952), 326-332, 347.

Explains how a teacher handled the problem of teaching poetry so that children would enjoy it.

Render, Ruth R. "Let Poetry Sing." XXVIII (Dec. 1951), 475-477.

States that negative attitudes toward poetry arise as a result of inappropriate selection of poems for children, intensive analysis, and forced memorization. Poetry need not be difficult or obscure. Poetry is our heritage and a potential source of pleasure and enjoyment for adults. To make this resource available to adults, we need to inculcate in children a love of poetry through listening, speaking, and writing. In a relaxed atmosphere with some guidance children can write poetry, which they will refine as they progress.

Rogers, Bertha M. "Teaching Children to Memorize a Poem." V (June 1928), 179-181, 192.

Emphasizes the view that the procedure in memorizing a poem is beneficial to appreciation.

Roller, Bert, and Stinson, Bess L. "An Experiment in Teaching Poetry to Children." VII (Jan. 1930), 8-10, 21.

Reports an experiment with poetry in a 1st grade class: children described the exact mental picture a particular poem caused them to see. Findings were that mental pictures were decidedly varied, usually having no connection with the poems and usually related to something experienced in the past.

Roller, Bert. "Poetry—A Happy Experience in Teaching." V (Sept. 1928), 199-200.

States that poetry study in the elementary classroom should be conducted as an exploratory experience.

Roller, Bert. "Teaching Poetry without the Daily Assignment." IV (Nov. 1927), 270-271, 283.

Suggests more freedom in the study of poetry. Most teachers use only the standard poems. Suggests that two problems exist in the teaching of poetry: (1) the lack of opportunity for individual preference and (2) the memorization of the poetry selected. Children should participate more by bringing in poems they have liked and by making their own anthologies.

Ryan, Calvin T. "A Plea for the Poets." XXV (Apr. 1948), 217-220, 231.

Suggests ways in which a teacher can inspire children to write poetry. Warns against stifling creative poetry.

Ryan, Calvin T. "Poetry Can Be Fun." XXVII (Nov. 1950), 457-460.

Attempts to show "nonaccepting" teachers that poetry can be fun.

Ryan, Calvin T. "The Poet, the Child, the Teacher." XXXVI (Apr. 1959), 237-239.

Suggests that the reason for teaching poetry is to show children how to read and enjoy it. Cautions against the danger of requiring children to memorize poems.

Ryan, Calvin T. "Taking Books to the People." XIII (Oct. 1936), 223-224.

Points out the need for acquainting people, parents in particular, of the wealth of good reading in children's books. Stresses the need for teachers to (1) know children; (2) know children's books; (3) see that children have access to books; (4) reach the home, interest parents, and show them how to buy books intelligently. Emphasizes the need for student teachers to learn to demonstrate and evaluate books, thereby pressing for wider reading, better books in homes, and wiser selection.

Schwinger, Florence W. "First Comes the Word." XXXIX (May 1962), 486-489.

Cites methods used to develop awareness of the unique qualities in words used in poetry and story writing. Suggests many helpful ideas; e.g., the class had a list of "new words for old."

Scofield, Elizabeth. "Haiku, a New Poetry Experience for Children." XXXVIII (Jan. 1961), 24-26.

Relates experiences using haiku with different grade levels.

Shapiro, Leo. "The Musical Approach to Poetry." XIII (Feb. 1936), 63-65.

Reflects on the potentials and values received in the musical approach to poetry. Explains in detail an experiment involving a 5th grade class using this approach and the aesthetic values derived from it.

Shaw, Debbie. "A Plea for Poetry." XI (Oct. 1934), 199-202.

Urges need for arousing more interest in poetry, and lists the essentials to promote such interest: love for children; skill in poetry reading and storytelling; genuine enthusiasm for books.

Smith, Linda Cleora. "Poetry Potential." XXIII (Nov. 1946), 304-305.

Stresses importance of setting a mood and leading a child to catch a topic during a poetry lesson. Urges that the teacher keep the room quiet and accept those children who might only want to read poetry. If enough stimulus is there, the response will eventually follow.

Smith, Sally True. "Why Teach Poetry?" XXXVIII (Jan. 1961), 27.

Gives a rationale for poetry as an important part of learning.

Stanford, Ann. "Children's Poetic Expression." XXI (Dec. 1944), 301-302, 317.

Gives examples of poetic expressions of children ages 5-8. Shows lack of familiarity with language as being a factor of poor performance.

Stevens, Bernice A. "A Tribute to Inspirational Teaching." XXX (Oct. 1953), 352.

Author attributes her ability to lose herself in times of irritation and stress, of loss and grief, of disappointment, and in times when the world is bright with beauty, to her mind's first volume of poetry. During her grade school years an English teacher introduced her to poetry and built this foundation for a lifelong enjoyment of poetry, illustrating the influence teachers have upon individual behavior.

Stevens, Olive. "The Third Graders Write Poetry." X (Jan. 1933), 6-8.

Describes the author's technic of motivating 3rd graders to write poetry without pressure or fear of harsh evaluation.

Stuart, Allaire. "Creative Writing: Japanese Haiku." XL (Jan. 1963), 35-36, 67.

Describes a lesson in haiku poetry, introduced through its discipline, meaning, subjects, and its history.

Stuart, Jesse. "The Legend of the Trees." XXXIX (May 1962), 426.

A poem which uses personification to depict the Little White Oak Tree as defying the elements of the Autumn and Winter, who ruthlessly lashed out at him claiming the fruits of power. Each type of tree was classified as it eventually succumbed to Autumn and Winter. The gentle touch of Spring was able to achieve what might, force, and violence could not.

Thompson, Maxine. "Criteria for Selection of Poems." XXXIX (Dec. 1962), 816-817.

Lists 12 criteria for selecting poems for children.

Thornley, Gwendella. "Reading Poetry to Children." XXXIX (Nov. 1962), 691-698, 701.

Explains the value of reading poetry to children. Lists poetry appropriate for various age levels.

True, Sally R. "Sijo." XLIII (Mar. 1966), 245-246.

Describes sijo, a Korean poetry form, and its possible use in upper elementary classrooms.

Tucker, Mabel H. "Do Your Pupils Enjoy Poetry?" XXIV (Jan. 1947), 33-39.

Admits that teachers in the upper grades have to first battle the antagonistic view children hold for poetry. Views several devices to gain appreciation.

Valletutti, P. "Developing Creativity through a Unit on Poetry." XXXVI (Oct. 1959), 385-389.

Describes the development by steps of a unit of poetry and its integration with other subjects.

Wagoner, David. "Why Indifference or Hatred towards Poetry?" XXXI (Jan. 1954), 17-20.

Submits reasons for negative feelings toward poetry and recommends these remedies: (1) study contemporary poetry, (2) abolish tests, and (3) eliminate explicatory surgery.

Watson, Katharine W. "Christmas-Tide in Poetry." VI (Dec. 1929), 265-268.

Provides an annotated reference for collections of poems, stories, and plays. Lists books suitable for younger children during the Christmas season. Includes texts of some poems.

West, Eleanor J. "December Holidays in Poetry, Song, and Picture." XXXVI (Dec. 1959), 549-551.

Discusses methods of creating understanding of traditions behind December holidays through poems, songs, and illustrations.

Whitman, Robert S. "Folksongs for Elementary School Children." XL (Nov. 1963). 724-728.

Guides the teacher to a selection of folksongs which are interesting and enjoyable for children.

Willcockson, Mary. "Evolution of a Class-Made Ballad." XX (Jan. 1943), 27-28.

Summarizes methods of creativity in ballad writing in a 5th grade class. Class wrote a group composition and the ballad; both were featured at an assembly program and a radio broadcast.

Wilson, Clara, and Evans, Clara. "Enjoying Poetry with Children." XXV (Jan. 1948), 54-57.

Urges introducing children to poetry early in life and helping them to understand the meaning of the poem.

Composition: Composing Process—8

Anderson, Donald G. "Writers Are Made." XXVIII (Jan. 1951), 24-27.

Debunks a mystical attitude toward creativity and suggests that each student has a unique background that provides a potential for creative exploration. Sees much creative activity as a restatement of ideas which existed long ago and are again being unearthed.

Arnstein, Flora J. "Recognizing and Encouraging Creativity in Composition." XL (Jan. 1963), 68-71, 84.

Describes ways of recognizing and encouraging creativity and warns against stifling creativity.

Ashbaugh, E. J. "The Seriousness of the Initial Error." VII (Mar. 1930), 59-60.

Argues against theory that no error should ever be permitted. Instead, asserts that if incorrect response has been a source of dissatisfaction to the child, he will be motivated to make the correct response the next time the stimulus is given. Admits that errors should not be accompanied by a feeling of pleasure.

Bany, Mary. "Cooperative Group Writing." XXXII (Feb. 1955), 97-99.

Describes author's technics for teaching creative writing, proceeding from teacher's storytelling to cooperative group writing to individual efforts.

Bear, Mata V. "Children's Growth in the Use of Written Language." XVI (Dec. 1939), 312-319.

Discusses a study to determine elements which characterize children's growth in the use of written language from grade one through high school.

Beard, Jess R., and Schumacher, Corinne. "Editorial-Writing in the Sixth Grade." XXIX (May 1952), 280-287, 290.

Describes a project designed to determine if 6th grade pupils are capable of writing editorials.

Bice, Evelyn G. "Six-Year-Olds Can Write." XXVII (Oct. 1950), 380-382.

Describes a teacher's experiences in guiding and encouraging 6-year-olds in their first written expression.

Bowers, Mary E. "Guiding Experiences in Free Writing." XXII (May 1945), 177-181.

Discusses the experiences of a 3rd grade teacher with creative writing. Concerns some "Thou shalt not's" and "Shalt do's" in guiding children to write.

Buckles, Mary E. "An Approach to Teaching Poetry: Spontaneous Deliberation." XLIV (Jan. 1967), 64-65.

Suggests steps for helping children create poetry: (1) the teacher must expose them to poetry; children can then suggest poetry which interests them; (2) the teacher uses various subjects to stimulate poetry writing; (3) the teacher can help the children to improve their poetry.

Burrows, Alvina Treut, and Committee. "Children's Written Composition: Introduction." XXXVI (Feb. 1959), 106-107.

Introduces a bulletin which includes studies of the leading role of composition and the supporting roles of discussing, dictating, illustrating, spelling, and handwriting in the elementary school.

Cabell, Elvira D. "Composition and the Composition Class." I (May 1924), 97-100.

Believes "composition class should be a service shop—a place for deliberate consideration and improvement of technique."

Carlson, Ruth Kearney. "Seventeen Qualities of Original Writing." XXXVIII (Dec. 1961), 576-579.

Enumerates and defines 17 possible qualities of original writing. Presents an example of each.

Danforth, Helen. "First Aid in Children's Writing." XXXVII (Apr. 1960), 246-247.

Describes one teacher's method of encouraging children to become self-directive in writing: children select by choice or at random from a file a title, introductory sentence, or an assignment to relate an anecdote about their personal experience or to develop fantasy in the form of a paragraph or composition.

Dearborn, Frances. "Making Stories for the First and Second Grades." III (Mar. 1926), 90.

Describes a class project of composing stories about pictures and making booklets to give to younger students.

Dukelow, Jean H. "Vitalizing Beginning English." VIII (Apr. 1931), 79-82, 95.

Discusses both oral and written English in the elementary school. Stresses the fact that group composition should precede independent writing and that writing should generally be done under the teacher's guidance.

Edmund, Neal R. "Do Intermediate Grade Pupils Write about Their Problems?" XXXVII (Apr. 1960), 242-243.

Describes a study of 33 5th graders and 31 6th graders in a suburban Pennsylvania school system to determine whether or not intermediate grade pupils write about their problems. All pupils involved were asked to list at least five personal problems, worries, and fears and later told to write a composition on a subject of their own choosing. Though they indicated they had problems, worries, and fears, not many wrote about them when given an opportunity to do so. Author questions the role of a teacher as a therapist and says that further research is needed.

Edmund, Neal R. "The Relationship between Prior Experiences and the Creative Quality of Stories by Fifth Grade Children." XXXV (Apr. 1958), 248-249.

Reports the findings of a survey of 140 5th graders, given 45 minutes to select a topic and write about it, to determine the relationship among three variables.

Edmund, Neal. "Writing in the Intermediate Grades." XXXVI (Nov. 1959), 491-501.

Urges teachers in the intermediate grades to give more attention to writing, the motivation for writing, and the use of literature as motivational devices to get children to explore their own experiences in writing. Suggests that students at this level need help in determining what their interests are.

Fenner, Phyllis. "Children Who Have Stories in Their Heads." XVII (Mar. 1940), 108-110.

Describes production of a literary magazine of writings contributed by all students.

Forrest, Vera S. "Helping Children to Write." XXVIII (Nov. 1951), 413-416, 441.

Suggests the following ways of helping children to write: (1) value children; (2) esteem their thoughts; (3) be sensitive to their remarks made in informal and unstructured situations especially when they reveal interests which might serve as sources of inspiration for writing; (4) copy children's stories on large pieces of paper and place them where all children can read, discuss, and enjoy them.

Gunderson, Agnes G. "When Seven-Year-Olds Write as They Please." XX (Apr. 1943), 144-150.

Discusses a study of 2nd grade children to determine their readiness for spelling and written composition and to discover the topics children find most interesting to write about.

Hardy, Hilda. "The Child, a Creator." XXXVIII (Nov. 1961), 491-493.

Discusses the original writings of children. Develops ideas for the teacher to use in providing enrichment experiences that the home does not provide.

Hickok, Beulah. "The Prevision Step in Composition." IV (Jan. 1927), 19-23.

Criticizes the manner in which teachers assign and criticize compositions; either too much or too little help is given in preparation. Suggests to teachers how children can be helped to think for themselves and to organize their thoughts into meaningful, literate, and interesting expressions.

Hume, Helen Hook. "Factual Writing with Primary Children." XXVI (Nov. 1949), 397-398, 403.

Names steps to use in getting 1st graders to write paragraphs and stories.

McEnroe, Kathleen. "The Process of Creative Writing." XXXV (Mar. 1958), 159-162.

Points out certain steps one should consider in the process of creative writing. Each pupil is different, but the same steps can be used in different manners.

Martin, Marvin. "Children Can Become Better Writers." XLI (Jan. 1964), 53-55.

Discusses what the classroom teacher can do to develop and improve the writing ability of children.

Messick, Margaret K. "Enjoying Compositions." XVII (Jan. 1940), 25-27.

Suggests ways to develop children's interest when they are writing compositions.

Moroney, Frances M. "The Deeper You Dig." XXXIII (Mar. 1956), 165-168.

Outlines a possible way to obtain students' written expression. Stresses using one's immediate surroundings as inspiration for writing.

Nair, Bertha Virginia. "Stimulating Thought and Desire for Composition." XI (Mar. 1934), 71-74, 85.

Describes a course of study in composition that would have as its central philosophy "composition as a social problem." Lists ways to overcome natural antagonism to composition and types of composition adapted to young people.

Parke, Margaret B. "Composition in Primary Grades." XXXVI (Feb. 1959), 107-121.

Maintains that a primary teacher should consider the relationship among language arts, written expression, and firsthand experiences and note at which points separate teaching of skills is desirable. A picture dictionary would foster interrelationships of reading, writing, spelling, and handwriting. Mechanics of writing should not be neglected, yet children should feel free.

Paschall, Alma. "What Is Creative Expression?" XI (June 1934), 149-151, 163.

Tries to encourage creative expression to counteract the emphasis on "right answer" teaching. Encourages use of imagination, interpretation, or self-expression, but cautions against misuses. The goal of creative expression is to train *thinking* minds for a rapidly evolving society.

Richard, Sister Mary, O.S.F. "Summarizing Stories." XXXVII (Jan. 1960), 43-44.

Discusses a technic for helping students summarize stories through the use of pictures and guidance of teacher questions.

Robinson, Thomas E. "Putting Flesh on Story Skeletons." XXV (Apr. 1948), 212-216.

Deplores the unsatisfactory method students use in story writing; they settle for only skeleton without much "flesh." Suggests ways to add flesh to their stories.

Ross, Ramon. "The Classroom Teacher and Creative Writing." XLI (Jan. 1964), 22-24, 39.

Stresses the importance of the classroom teacher in encouraging children to write creatively about things they have experienced.

Smith, Rubie E. "Thoughts Have Wings." XXXI (Jan. 1954), 21-25.

Demonstrates how unnecessary it can be to urge a child to express himself. Realizing the wealth of thoughts stored in her students, the author gave them all the oral and written opportunities they wished to share.

Stegall, Carrie C. "Purposeful Writing." XXXI (Apr. 1954), 195-198.

Presents a way to encourage the individual student to diagnose his own weakness and remedy it. The teacher posed questions to an English class of 8th graders encouraging students to diagnose needs for purposeful writing in any profession.

Walker, Marion Sinclair. "Not Only the Gifted." XXIX (Jan. 1952), 1-5.

Suggests a procedure for improving the written composition of children in grades 4-8: Approximately once a month conduct a composition cycle. Have children give a short speech of approximately five sentences on some topic of interest to them. The next day have children write their speeches; the third day revise them not by erasing but by crossing through their corrections. Evaluate their draft without marking on it excessively, offering comments like, "There are still two spelling errors. Are your eyes sharp enough to find them?" Give each composition two grades—one for content, one for form.

Composition: Evaluation—9

Baxter, Bernice, and Stirzaker, Blanche. "Language Contributions to Democratic Social Behavior." XXI (Apr. 1944), 121-125.

Illustrates how language helps democratic behavior in school activities. Through the use of letters, the teacher gained insight into the personal and social life of each child.

Beverley, Clara. "Training Scorers in Composition." I (Dec. 1924), 259-261.

Discusses the training of teachers to score compositions in order to achieve less variation in judgment and greater uniformity in scoring. Includes a short composition and shows a comparison of teachers' scores with those of official scorers.

Burrows, Alvina Treut. "Writing as Therapy." XXIX (Mar. 1952), 135-138, 149.

Discusses how writing can be therapy for children.

Dawson, Mildred A. "Guiding Writing Activities in the Elementary School." XXIII (Feb. 1946), 80-83, 97.

Steers a middle of the road course stressing creative language expression and advocation of direct thinking of skills. Classifies and discusses the various types of writing.

Duboc, Jessie L. "Who Is Equipped to Evaluate Children's Compositions?" XII (Mar. 1935), 60-63.

Gives ratings by numerous teachers on two 6th grade compositions. Teachers were asked to state reasons for the ratings given. These general rules seem to influence the ratings: the grade given represented a general impression rather than definite standards of work, and the grade was influenced unduly by some favorite point of emphasis, such as spelling or neatness, with a heavy weighting of the mechanics of the paper. Suggests a rough draft be written first with attention mainly on ideas to be expressed, then rewritten with mechanics in mind. The composition returned from the teacher should be reevaluated and discussed as to mechanics and contents.

Evans, Robert. "A Glove Thrown Down." XLIV (May 1967), 523-527.

Levels two criticisms at writing programs: overemphasis of self-expression and overemphasis of free forms. Gives constructive approaches to teaching of writing: utilize papers requiring precise observation and papers dealing with processes. Believes that teachers can improve the elementary student's writing by demanding precision in expression.

Fletcher, Paul F. "A Composition Unit for Grade Five." XLIV (Feb. 1967), 148-151.

Presents suggestions designed to help the teacher evoke more response in student theme writing: (1) assign a brief diagnostic theme and have the students jot down ideas; (2) have the students use these lists to write from; (3) have students proofread and indicate wrongly written phrases. Suggests factors to consider in grading the paper.

Girdon, Mary Bowers. "I Like to Write." XXXI (Nov. 1954), 399-401.

Contrasts former and current methods of teaching story writing.

Groff, Patrick. "Success in Creative Writing —For Everyone." XL (Jan. 1963), 82-84.

Gives step by step procedure for creative writing. The method includes group-written stories and dictation of the story after the class has proofread and copied the stories.

Hall, Robert D. "Creative Writing as a Psychological Tool." XXXI (Jan. 1954), 25-29.

Convinced that there is more to communication than imparting knowledge, this teacher encouraged his class to speak and write and question life as they were living it. Believing that better psychological as well as English development would result, he concentrated his classes' creative topics on emotions and attitudes they encountered every day.

Hoppes, William C. "Some Aspects of Growth in Written Expression." (1) X (Mar. 1933), 67-70; (2) X (May 1933), 121-123.

Presents a clear picture of growth in language expression (written compositions) with specific emphasis on sentence structure. Sentence structure improves in accordance with the maturity and growth of the child.

Development in creative writing occurs between 3rd and 6th grade. Two serious problems children have in writing are apprehension of word meaning and egocentrism.

Humphreys, Phila. "A Greater Independence in Written Expression." XIX (Mar. 1942), 93-98.

Describes a plan to help teachers teach 4th, 5th, and 6th grade pupils to improve their own writing by self-evaluation. Spells out areas for evaluation.

Jenkins, Frances. "Classwork in Constructive Criticism of Oral and Written Composition." I (Apr. 1924), 57-60.

Maintains that the "technic of criticism should be built upon the principle that most criticisms of both oral and written work should be in the hands of the class," and that the criticism of compositions may be carried on by the class as a whole under the guidance of the teacher; groups may work together; committees may be placed in charge of certain phases of the work; or each pupil may be given a companion to act as critic under given conditions.

Jewett, Ida A. "Recent Developments in Standards for Elementary Composition." V (Mar. 1928), 67-70.

Relates the fundamental importance of evaluating the effectiveness of composition teaching in the elementary school. A series of conferences helped teachers to describe weaknesses in composition programs, organize a plan of attack, agree upon goals and objectives, and set forth main points for rating the quality of compositions.

Johnson, Lois V. "Children's Writing in Three Forms of Composition." XLIV (Mar. 1967), 265-269.

Presents a study of 3rd grade children's narrative, descriptive, and explanatory writing as to number of sentences, length of sentences, and types of sentences. Conclusion: (1) children tend toward consistency in number of sentences in all three forms of composition; (2) there is little relationship between the number and length of sentences; (3) all forms of structure are used with more simple sentences; and (4) narrative compositions are longest on the basis of number of sentences.

Johnson, Lois V. "Problems in Evaluation of Writing." XXXIX (Oct. 1962), 570-573.

Deals with expository writing in grades 4 through 8 and the problems involved in evaluation of writing. The evaluation should be directed toward both process and product.

Leonard, S. A. "A Rough Scale of Paragraphs on a Topic." III (Mar. 1926), 80-82, 89.

Describes an experiment in which the students read a paragraph, analyzed it, and wrote another paragraph on the same topic. Gives purpose of the study and examples of student work.

Milligan, John P. "The Judgment of Pupil Composition." XVII (Mar. 1940), 103-104, 127.

Presents a critique of a 4th grader's written paragraph.

Parke, Margaret B. "When Children Write about Their Problems." XXXIV (Jan. 1957), 35-39.

Reports on a limited study pointing up a need to focus attention both in school and at home on ways of helping children resolve the many problems that concern them. Points out specific questions that might be asked for solution.

Pryor, Frances. "We Can't Afford Not to Write." XXXVIII (Nov. 1961), 509-512, 520.

Demonstrates that children who are allowed to write freely and regularly improve in spelling, reading, and even behavior.

Roberts, Bertha E. "Thinking, Writing, Growing." XVIII (Jan. 1941), 13-16, 28, 30.

Analyzes 3,500 compositions written by 700 children (grades 2-8; ages 7-14) in a cross-section of San Francisco's cosmopolitan area to determine pupils' interests at each level.

Schwienher, Lucy M. "Guidance Clues in Children's Compositions." XVII (Mar. 1940), 93-98.

Illustrates that pupils' compositions reveal personality traits and environmental factors.

Smith, Mabel C. "Does Correcting Errors Discourage Creativeness?" XX (Jan. 1943), 7-12.

Presents reasons for qualified or modified "yes" or "no." Teacher-child relationship is an important factor in encouraging children's creative ideas. Suggests both individual and group writing projects for grades 4-6.

Soroka, Pauline E. "Building a Foundation for Better Written Composition." XIII (Jan. 1936), 33-34.

Deals with technics used by the author, a 4th grade teacher, in teaching children to write interesting "finished" compositions. Discusses points to be considered in analyzing the composition as well as method used in the analysis.

Stevens, G. D. "Studying the Child by Means of a Standardized Autobiography." XXIV (Apr. 1947), 220-224, 229.

Believes a picture of the whole elementary child can be obtained by a standardized autobiography. Written under the guidance of parents and teachers, it would give information on the child's home and community relationships.

Stevenson, Katherine. "Tentative Sixth Grade English Plans." III (Feb. 1926), 48-51.

Presents the purpose of teaching English in the elementary grades. Discusses a plan of development for written composition and suggestions for marking. Gives a theme outline and formal grammar suggestions.

Strickland, Ruth G. "Evaluating Children's Composition." XXXVII (May 1960), 321-330.

Identifies criteria important in evaluating children's writing and discusses the writing process. Ideas which result from observation, listening, reading, and thought are more important than form. Writing should be purposeful. In the beginning a teacher may transcribe a child's ideas and later supply incidental help as needed. Creative writing should not be evaluated in the same way as utilitarian or critical writing. Class discussion of sentence structure, organization, and style will be more effective than constant correction and rewriting in helping students grow in writing ability, improving the clarity and variety of their work, and inspiring self-evaluation resulting in greater personal satisfaction.

Tiedt, Sidney W. "Self-Involvement in Writing." XLIV (May 1967), 475-479.

States that children write effectively and successfully when they are involved in their writing and are writing for themselves. The classroom should have an atmosphere conducive to this type of writing: (1) a workshop atmosphere; (2) diversity of contributions; (3) teacher enthusiasm; (4) a positive attitude. Explains tactics to be used to stimulate student involvement: (1) go to the student for writing topics; (2) publicize student writing; (3) develop a feeling of security, empathy with the students; (4) confer with the students about their writing.

Toohy, Elizabeth. "The Theme as Therapy." XL (Jan. 1963), 92.

Describes a way a teacher can start a child writing: introduce a phrase about the child for him to complete; e.g., "I have always wanted to . . . ."

Trabue, M. R. "A Council Program of Scientific Guidance in Elementary School

Composition." IX (Jan. 1932), 12-16, 19.

Presents some ideas on how to use elementary school composition lessons in group and individual guidance programs with children.

Wilson, G. M. "Home Made Composition Scales." I (Sept. 1924), 165-170.

Presents a 7-step composition scale for 12-year-olds which resulted from activities of a group of interested but untrained teachers who undertook the construction of the scale, thereby learning the meaning of a scale, the significance and advantages of statistical treatment, and a product particularly applicable in the "home" or local situation.

Composition: Mechanics—10

Anthony, Katherine M. "Applied Grammar and 'Editing'." IX (Mar. 1932), 66-67, 79.

Suggests teacher's use of children's revised compositions for class exercise.

Card, William, and McDavid, Virginia. "Frequencies of Structure Words in the Writing of Children and Adults." XLII (Dec. 1965), 878-882, 894.

Makes evident the difference between children's language and adults' language. Compares Rinsland's *A Basic Vocabulary of Elementary School Children* and *A Basic Writing Vocabulary* by Horn. Uses Dewey's *Relative Frequency of English Speech Sounds* to give an understanding of the word factors that teachers use in their choice of words. Gives information about words that children use most often and why we study or emphasize some words more than others. Contends that knowing which structural words are used by adults and children will be helpful in developing sequential reading materials.

Driggs, Howard R. "Cultivating Skill in Sentence Building." I (June 1924), 141-142.

Maintains that to "train the child to use his mother tongue effectively we must lead him to use it to express himself, not some one else, and give him guidance the while to express his thoughts one at a time clearly, effectively." The net result will be skill in sentence building.

Fitzgerald, James A. "Prefixes in Child Writing." XXXVI (Dec. 1959), 576-580.

Stresses the need for teaching prefixes, and discusses a list of basic and important prefixes.

Fraim, Emma C. "Exploring the Minds of Children." XXXII (Apr. 1955), 232-234.

Explores children's minds through their written composition. Suggests having less concern with grammar and spelling than with trying to determine what a child's attitudes are toward home and school.

Greene, Harry A. "A Criterion for a Course of Study in the Mechanics of Composition." VIII (Jan. 1931), 7-9, 23-24.

Attempts to establish a criterion by setting up specific units in the mechanics of composition, especially punctuation.

Greene, Harry A. "Principles of Method in Elementary English Composition." (1) XIV (Mar. 1937), 103-109; (2) XIV (May 1937), 189-193; (3) XIV (Oct. 1937), 219-226; (4) XIV (Nov. 1937), 267-272; (5) XIV (Dec. 1937), 304-309; (6) XV (Jan. 1938), 29-36; (7) XV (Feb. 1938), 60-73.

Lists 6 principles of classroom procedure in elementary English: (1) points of view in language instruction, (2) content and grade placement of language curriculum, (3) psychology of learning applied to elementary English, (4) method, (5) measurement, and (6) remedial and corrective instruction.

Gives reasons for emphasis in language instruction to be on oral usage.

States that the frequency of language usage is the index to its social importance. Urges that the language skills which are used the most should be emphasized in instructional programs. Considers effectiveness of directed drill, outside expression and language consciousness, adult activities, demands on the school child, and the difficulty of learning various language skills.

States principles of method as related to classroom organization, management, and instructional technics which, from experimental and theoretical evidence, appear to be important in teaching elementary English composition.

Deals with principles involved in measurement of results in English and in remedial and corrective instruction.

Presents reviews of Dr. Greene's research by R. L. Lyman and Ethel Falk.

Four scholars favorably evaluate the monograph by Dr. Greene in which he suggests various principles to improve current English programs.

Hatfield, W. Wilbur. "The Shortest Road to Sentence Sense." XXXIII (May 1956), 270-273.

Uses the theory of "Inner Speech" in writing complete sentences.

Hillenbrand, Robert. "The Appreciation of Picturesque Language in the Intermediate Grades." XXXVI (May 1959), 302-304.

Notes that what research has been done indicates a definite connection between reading or experiencing picturesque and dramatic situations and creative writing. The following are some possible activities: (1) enjoying puns; (2) reacting to specific word meanings; (3) oral interpretation; (4) forming and reacting to sensory imagery; (5) promoting creative expression; (6) distinguishing variations in meaning.

Hunt, Kellogg W. "Recent Measures in Syntactic Development." XLIII (Nov. 1966), 732-739.

Compares the number of subordinate clauses used by various age children in their writing (the number increases through the elementary grades and the length of clauses increases with maturity) and states that teachers should be trained in clause consolidation so they can help students learn the skill of subordination earlier.

Jacobs, Minta E. "Can Sentence Sense in Written Composition Be Obtained?" VII (Nov. 1930), 223-224.

Maintains that a student's reading his compositions aloud to other children or to the class is a successful way to detect dangling and run-on sentences.

Johnson, Lois V., and Bany, Mary. "Compositions, Not Commas." XXXI (Dec. 1954), 466-468.

Prescribes a classroom balance between teaching writing and teaching the mechanical skills necessary to writing.

Keener, E. E. "Teaching Composition through Purposeful Activities." XII (Feb. 1935), 33-35.

Contends that a primary objective in the study of English is "the ability to speak and write correctly and forcefully—a study of English usage and composition in connection with purposeful activities seems to be the best means of reaching this objective." States that the school should provide the following experiences for students in English composition classes: conversation, giving directions, book talks, friendly letters, business letters, and stories and news items.

Ketcham, Alice. "An Experiment in Composition." II (Jan. 1925), 23-24.

Describes classroom research involving 3 groups in an experiment that stressed quality first, then mechanics. Discovered that the child wasted valuable time and ideas when he had to stop and think about something grammatically.

La Brant, Lou. "The Individual and His Writing." XXVII (Apr. 1950), 261-265.

Discusses the changes in meaning of *literacy*, changes in needs for written communication, and changes in the populace during the last century. Notes that there is a decrease in writing of personal notes such as greetings, and printed forms are used for ordering, job applications, etc. Believes good usage is learned through writing, direct correction, and reading.

La Brant, Lou. "Writing Is Learned by Writing." XXX (Nov. 1953), 417-420.

Discusses the teacher's part in helping students produce ideas expressive of the students' own feelings and thoughts. Suggests doing away with workbooks and exercises in punctuation and having students start writing papers. Recommends doing away with teacher correction of papers, for it encourages copying and shows where the mistake is. Encourages the teacher to react to ideas through comments and a minimum number of corrections.

Lehman, Ezra. "Dangers of Emphasizing Form Rather Than Thought." V (Mar. 1928), 77-79.

Cites two views in vogue on teaching writing: (1) that there is too little emphasis on grammar and spelling and on sentence and paragraph structure; (2) that unrestrained freedom of expression is desirable because resulting errors will eventually correct themselves. Stresses that emphasis on grammar and structure hinders fluency of expression. Acknowledges that though young children's vocabularies are naturally limited, they should be encouraged to use expressions they have heard.

Leonard, Sterling Andrus. "Deflating the Elementary Course in Composition." V (Mar. 1928), 83-86.

Considers English to be the most difficult subject in the curriculum to teach well because of its all-inclusive nature, its lack of clearly defined objectives, and the high standards applied to English usage, in both oral and written expression, that exist in the mind of the public. Points out the impossibility of achieving mastery of English in the elementary school and advocates postponement of teaching of nonessentials. Describes a practice of using situations that arise naturally to promote expression, thereby facilitating the learning of English.

Levine, Isidore N. "A Plea for Writing Sloppiness." XL (Jan. 1963), 46-48.

Appeals to teachers to deemphasize neatness in writing so the child can be creative and express himself.

Matilla, Ruth H., and Maurer, Mother Mary Michael, O.S.U. "Helping the Child to Be On-His-Own in Writing." XXXV (Apr. 1958), 230-233.

Suggests starting with creative writing the first week of school, and as the 1st grade child develops a writing vocabulary, he learns about story organization. This should teach him as well to appreciate the practical value of good standards in spelling, handwriting, and punctuation.

May, Frank B. "Composition and 'The New Grammar'." XLIV (Nov. 1967), 762-764, 767.

Argues that an analytical grammar program, traditional or new, will probably not be useful in improving children's composition. States, "If we want to improve children's composition through grammar instruction, then that instruction must be similar in nature to composition itself."

Nair, Bertha Virginia. "An Experiment with a Diary in the Fifth Grade." V (Sept. 1928), 208-211.

Describes procedure of using a diary to vitalize two objectives for a year's work in composition: improvement in sentence structure and enlargement of vocabulary.

Nair, Bertha Virginia. "Improvement of Sentence Structure in Written Composition." IV (Sept. 1927), 209-215.

Compares written composition of American high school students with that of English secondary students and finds the work of American students inferior. States as the basic reason the failure of American schools to spend time on sentence structure drill and on actual writing.

Rose, Sylvia. "First Grade Children Write." XXXII (Nov. 1955), 458-460.

Offers an interesting 4-step approach to building oral and written language skills of 1st grade children.

Schrader, Emma L. "A Diary." V (June 1928), 170-173.

Reports how keeping a diary motivated students to spell correctly, write neatly, and construct well-formed sentences.

Seegers, J. C. "Form of Discourse and Sentence Structure." X (Mar. 1933), 51-54.

Reports an investigation which tried to determine the factors bearing upon the complexity of sentence structure in the written composition of children in grades 1-6. Dependent clauses, the principal element under consideration, were evaluated in the form of discourse (argumentation, exposition, narration, and description).

Smith, Dora V. "Report of the Committee on the Evolution of Textbooks in Composition." X (June 1933), 151-154, 160.

Directs the inexperienced teacher, by means of questions, toward the selection of textbooks in composition.

Stewig, John Warren. "Metaphor and Children's Writing." XLIII (Feb. 1966), 121-123, 128.

Describes the importance and some technics of teaching the metaphor with the purpose of incorporating the device into children's writing.

Tidyman, W. F. "Essentials of Language in the Elementary School." I (Apr. 1924), 63-66.

Describes the development of the main lines of composition which include: (1) ability to select subjects, (2) use of sentences, (3) paragraphing, (4) vocabulary, (5) correct usage, (6) essentials peculiar to oral work, (7) essentials peculiar to written work, (8) spelling, (9) handwriting, (10) meaning.

Treanor, John H. "Stream-line the Sentences." XXV (Apr. 1948), 236-239, 260.

Advocates the use of simplicity in sentence structure for high school students in writing compositions, whereas elementary schools should concentrate on the mechanics of individual sentences.

Warrell, Anne L. "How Shall We Teach Skills in Writing?" XXIV (Apr. 1947), 209-219.

Believes creative expression should be stressed in beginning writing; form, spelling, and technic should be based on the child's need. Errors should be corrected by the child, and language workbooks used with other methods. Insists that the best aid in writing is a good teacher who respects, stimulates, and keeps alive the child's creative ability in writing.

Composition: Motivation—11

Altstetter, Mabel F. "The Approach to Creative Expression." XVIII (Jan. 1941), 17-18.

Discusses various approaches used by teachers regarding creative writing and criticisms thereof. Author has used the developmental program with both elementary and college students.

Arnold, Myrtle. "Writing Is Fun." XL (Jan. 1963), 78-81, 84.

Describes different ways of developing writing ability and suggests what to do with laggers.

Ayres, Nelle Wren; Buchanan, Inez A.; and Parks, Carrie Belle. "An Exchange of Letters." VII (May 1930), 126-128.

Finds that interest was created when a "live" situation for writing letters was presented in which letters to classmates were read aloud.

Bacher, June. "Needed for Language Growth: A Nourishing Diet of Experience." XLII (Feb. 1965), 185-188.

Maintains that, in order to promote creative writing, a teacher should provide an appropriate climate that will help a child exercise his imagination; the child's sensitivity to the things around him enables him to express thoughts that are meaningful and alive. A teacher should furnish encouragement to the budding writer and should be a perceptive listener.

Baker, Frances Elizabeth. "Helping Children to Write Creatively." XXIX (Feb. 1952), 93-98.

Outlines a teacher's method and gives reasons for introducing creative writing to a 6th grade class.

Blaisdell, Thomas C. "Some Limitations to Be Recognized." V (Mar. 1928), 74-76.

Relates an anecdote describing a father's and a son's reactions to the son's first assignment of a composition (in March of his 6th grade year) on chivalry in the Middle Ages. The father questions the timeliness and relevance of the assignment to the boy's interests and experience, and suggests Boy Scouts as a subject. Maintains that interest and experience are the best source of motivation for writing and that continued practice leads to proficiency.

Bowers, Mary E. "It Was Thundering." XXVIII (May 1951), 269-270, 275.

Describes a 4th grade girl's release from depression through composition. Writing became a form of therapy by which she was able to make others aware of her problems and the teacher was able to ward off possible tragedy for the child.

Bradbury, Ethleen S. "An Enjoyable Letter Writing Experience." XXV (Apr. 1948), 232-233.

Describes a letter writing experience in which the class had a mysterious correspondent known only to the teacher.

Brandsmark, Mrs. M. L. "Written Composition in the Sixth Grade." III (Jan. 1926), 14-15.

Suggests topics for student writing, stresses openings and closings for paragraphs, and urges brevity at this grade level.

Burrows, Alvina Treut. "Children's Writing, a Heritage in Education." XXXII (Oct. 1955), 385-388.

Gives 4 specific suggestions for encouraging children to express themselves freely, honestly, and creatively in writing.

Burrows, Alvina Treut. "Children's Writing and Children's Growth." XXVIII (Apr. 1951), 205-207.

States that "creativeness is essentially valuable in a democracy where uniqueness, not conformity, is a source of its strength." Emphasizes the importance of developing children's writing to enlighten fellow classmates and to contribute to personal release. The atmosphere in the classroom must have a childlike quality to produce self-confidence and to condition students personally and intellectually to achieve their best.

Calhoun, Jean. "We Visit the Grocery Store." XIII (Nov. 1936), 248-251.

Shows that children can tell of their experiences on their own; with a little help from the teacher, these experiences can be written for experience charts.

Carlson, Ruth Kearney. "Sparkling and Spinning Words." XLI (Jan. 1964), 15-21, 55.

Introduces many books which can be used to encourage children to use their imaginations to produce original products.

Carlson, Ruth Kearney. "Stimulating Creativity in Children and Youth." XXXVIII (Mar. 1961), 165-169, 174.

States that creativity in language implies originality, individuality, and the absence of stereotyped thinking. Gives 5 factors which influence creativity.

Claudel, Alice Moser. "A Modest Recipe to Motivate Creative Writing." XL (Jan. 1963), 99-100, 121.

Describes motivation for creative writing through subjects other than English. Includes some dos and don'ts.

Creed, Ester D. "What'll We Write About?" XXXIII (Jan. 1956), 24-28.

Suggests several methods for motivating students to choose their own topics for composition.

Cross, Alma. "Books and Children's Creative Expression." XXXV (Jan. 1958), 38-41.

Lists the many functions of books. Explains an effective approach in the use of books in encouraging creative writing.

Dawson, Mildred A. "Children Need to Write." XXXIII (Feb. 1956), 80-83.

Urges more frequent writing experiences, both practical and personal, and suggests means of motivation for writing assignments.

Devine, Thomas G. "One Way to Stimulate Thoughtful Writing." XL (Jan. 1963), 75-77.

Gives 3 situations for thoughtful writing (significant subject, shared motivation, guaranteed readership) and an example of the problem-solving technic.

Dozier, Virginia, and Goodwin, Blanche M. "Practical Publications in the Grades." V (Oct. 1928), 239-240.

Discusses a means of motivating composition by publishing literary magazines.

Farris, Herbert J. "Creative Writing Must Be Motivated." XXIX (Oct. 1952), 331-332, 374.

List *do's* and *don'ts* for the teacher contemplating development of a creative writing program. Discusses 3 technics found successful in motivating intermediate grade children in their writing activities.

Gordon, John E. "They Want to Be Somebody." XXXIX (Dec. 1962), 770-771.

Reports visitation of a famous person to school as part of "Higher Horizons" program and resultant effects on the writing and composition work of some 700 pupils in grades 3 through 6. Topic: "I Want to Be Somebody."

Green, Ivah. "All Words Belong to First Graders." XXXVI (Oct. 1959), 380-384.

Describes procedures for teachers to use to encourage early written creative expression.

Hall, Nancy. "Beneficial Note-Passing." XLIII (Nov. 1966), 789.

Presents the idea that teacher to pupil notes can be a personal touch and can provide a reluctant student with something exciting to read as well as provide the teacher with an indicator of class tensions.

Hall, Robert D. "Motivation for Creative Writing." XXXII (Mar. 1955), 154-156.

Gives suggestions for creative writing, and examples of children's writing based on a program of observation, inventiveness, and self-understanding.

Hofer, Louise B. "Prime the Pump with Music." XXXVII (Nov. 1960), 452-456.

Describes a music-related method used to inspire creative writing.

Hook, Edward N. "A Dozen Methods for Stimulating Creative Writing." XXXVIII (Feb. 1961), 87-88.

Stresses the idea that creative writing enables the teacher to help children put their imagination to work and at the same time utilize it as an effective tool for teaching written communication; the best creative writing is achieved when the child forgets himself temporarily. Suggests a dozen methods suited to various types of classes.

Jensen, Anna C. "Composition Can Be Interesting." XXV (May 1948), 312-319.

Shows how well-planned tangible experiences can make much learning possible, particularly in written composition. Suggests items which might be of interest in writing compositions.

Kennedy, Dora. "A Technique that Fostered Creative Writing." XXXV (Mar. 1958), 163-164.

Describes how elementary children were encouraged to enjoy creative writing, thereby enabling the teacher to deal with elementary literature more effectively.

Larom, Henry V. "Sixth Graders Write Good Short Stories." XXXVII (Jan. 1960), 20-23.

Reports how methods used to teach creative writing at the college level were employed with 6th grade students for results the author considers superior to those his students at the college level had.

Martin, Mary R. "Children Learn to Write." XXVI (Mar. 1949), 122-126, 157.

Gives suggestions on how to encourage creative writing, beginning in the kindergarten.

Milligan, John P. "Motivation of English Expression." XIX (Jan. 1942), 5-7, 37.

Deals basically with 5 areas: (1) defining motivation; (2) motivation in relation to English expression; (3) purposes of English expression; (4) aspects of language; and (5) examples of appropriate purposes in English expression.

Nielsen, Wilhelmine. "Style and Form in Children's Writing." XLIV (Mar. 1967), 270-272, 286.

Presents several devices the teacher can use to help children improve their writing: reading to students, dictation, reading, seminars, charts, student editors.

Noyes, Ernest C. "Introducing Beginning Teachers to Classroom Practices in English Composition." IV (May 1927), 135-138, 149.

Discusses classroom practices which a beginning teacher should use to develop habits in children that will lead to skill in oral and written expression.

Porter, Eleanor. "The Problem: To Say What You Mean." XXXV (Oct. 1958), 388-390.

States that children should be allowed to write freely in an atmosphere of trust, encouragement, and tolerance.

Randolph, Ethel MacDonald. "Common Sense in Teaching Writing." XXVIII (Jan. 1951), 19-20.

Discusses ways of motivating students to write through assignment of topics related to everyday experiences and use of student models. Suggests that added incentive can be achieved if the student is allowed to share his paper with the entire class.

Reinhardt, Lorraine. "Rewards of Creative Writing." XXXIV (Mar. 1957), 145-149.

Outlines a procedure to foster creative writing.

Rideout, Irna. "Writing Is Fun for Seventh Graders." XXVII (Oct. 1950), 386-388, 400.

Describes a simple but effective approach in motivating 7th graders to write original stories.

Schofield, Ruth E. "Some Thoughts on Creative Writing." XXX (Dec. 1953), 509-513.

Describes motivation of young writers, specifications to the writers, and proofreading in relation to composition skills. Urges exchange of papers, lists criteria to which a student can refer, and advocates checking on an opaque projector.

Stegall, Carrie. "Take a Number from One to Ten." XXXIX (Jan. 1962), 33-40, 49.

Relates the approach to teaching writing used by one 4th grade teacher, starting with writing prestudied sentences from dictation, to writing descriptions of classmates, to development of understanding of ten basic points of a good paragraph.

Svoboda, Laura Siel. "Creative Writing and the Classics." XXXVIII (Jan. 1961), 29-32.

Suggests activities to develop an appreciation of the literary classics and to develop interest in creative writing.

Composition: Programs—12

Bowles, Elizabeth E., and Horine, Clara. "Classroom Observations: A Composition Lesson." (1) I (Mar. 1924), 36; (2) I (Apr. 1924), 76-77.

Portrays impressions two observers gained in a Grade VI-A room in which an English diagnostic test had been given to pinpoint defects in composition, with a group composition project as the ultimate goal.

Criticizes an AI literature lesson which was devoted to *Little Black Sambo.*

Certain, C. C. "A Course of Study in Creative Writing for the Grades." (1) XII (Nov. 1935), 231-235, 237; (2) XII (Dec. 1935), 277-280; (3) XIII (Jan. 1936), 29-32; (4) XIII (Feb. 1936), 68-72.

Four-part article stresses creative writing and systematic instruction. Advocates 3 types of writing: spontaneous, inspirational, and technical. Gives detailed suggestions and objectives for writing poetry, prose, and drama. Concludes with a section on technics and tastes which should be established in inspirational writing.

[Certain, C. C.] Editorial. "Vacation Out-of-Doors." II (June 1925), 211-214.

Suggests materials for a program on outdoor recreation and related topics which might be used for oral reports and written compositions. Contains articles on national forests and national game preserves and how they can be used for recreation. [Part of Thought and Action in Composition series.]

Clark, Gwyn R. "Writing Situations to Which Children Respond." XXXI (Mar. 1954), 150-155.

Tells of experiment in language arts in which 36 6th graders wrote one hour each day, responding to 21 different writing situations, for duration of school year.

Cober, Mary E. "We Write to Our Favorite Authors." XXXIII (Feb. 1956), 89-90.

Describes a project in which 5th graders, preparing for Book Week 1955, wrote letters to authors of their favorite books.

Cole, Esther Helm. "Planning the Future." III (Feb. 1926), 47.

Describes how a 4th grade class prepared a chart listing the occupations they aspired to. Gives benefits of such a writing lesson.

Cormack, Ruth Crain. "Elementary School Journalism." XXVIII (Dec. 1951), 482-483, 487.

Describes the practice of a newspaper editor to visit a junior high school to discuss journalism and illustrate language rules with amusing anecdotes from his paper. He stresses that careful attention is given to accuracy of names, dates, spelling, punctuation, and penmanship in news writing and challenges the children to write well by offering them an incentive of having some students edit a column for a few weeks, thereby offering them practical experience in journalism by working in a "real life" situation.

Craig, Dora B. "Popularizing Composition with Boys." III (Jan. 1926), 16-18.

An 8th grade boys' composition class wrote papers on Rip Van Winkle. This led the boys to search in literature and life for ideal traits of character. The purpose was to interest the boys in constructive reading and to talk and write about the reading.

Cuddington, Ruth Abee. "Thanksgiving Day 1945." XXII (Nov. 1945), 273-274, 283.

Suggests ways, by means of pupil involvement, to prepare a creative program with the emphasis on Thanksgiving.

Dawson, Mildred A. "Building a Language-

Composition Curriculum in the Elementary School." (1) VIII (Apr. 1931), 75-78, 94; (2) VIII (May 1931), 117-120; (3) VIII (Sept. 1931), 164-169; (4) VIII (Oct. 1931), 194-196, 200.

First of a series of 4 articles outlines practical procedures and guiding principles in constructing a language-composition curriculum for a 4th grade group.

Second article discusses construction of curricula for language in the elementary school. Gives results of an investigation in identifying the objectives of language-composition teaching; objectives were organized on the basis of 9 functional centers identified by Roy I. Johnson.

Third deals with curriculum building in which the curriculum is fairly standard for each grade in every situation.

Fourth discusses field testing of an elementary composition curriculum.

Dyer, Henry S. "Drill and Creative Work in Language Expression." XIII (Nov. 1936), 263-268.

Points out that children should be given the opportunity daily to do creative writing in order to develop skills of writing and conversation.

Fagerlie, Anna M. "Third Graders Try Creative Writing." XXXIII (Mar. 1956), 164-165.

Stresses encouraging less creative, timid students to write by means of learning from their more creative peers.

Goldsmith, Sadie. "The 3-B's Write Fairy Tales." XIV (Dec. 1937), 284-287, 303.

Describes an attempt to place vital creative activity into the teaching of literature and composition. The aims were to develop (1) the children's powers of creative writing, (2) an appreciation of the beauty of languages, words, images, and rhythms, and (3) desirable social traits. Also lists a bibliography for the teacher.

Goodwin, Blanche M. "Capitalizing Sixth Grade Energy." VII (Feb. 1930), 43-45.

Reports how a 6th grade teacher used the writing of a newspaper as a productive, comprehensive English program.

Hatfield, W. Wilbur. "Recent Composition Series." XXXIII (Nov. 1956), 447-449.

Attempts to describe 4 composition text series from the same point of view. Most common fault is the unsatisfactory approach to grammar. Most promising factor is the excellence of format. Series examined: *Our English Language, Language for Daily Use, Macmillan English Series,* and *Good English Series.*

Heineman, Alma. "A Daily Class Newspaper." XXIII (Nov. 1946), 311.

Describes a project in which direct guidance was given to students in selecting 9 topics for the papers which were written by individual volunteers. Three more articles—(1) main topic of the day, (2) a humorous incident, (3) a current event—were composed by the class. Each day the class spent half an hour on the project. The outcomes hoped for were (1) more interest in a paper, (2) working together, and (3) unlimited opportunities to involve all the children.

Hendrickson, Ruth. "Teaching Written Composition in Rural Schools." I (Nov. 1924), 223-224.

Discusses advantages and disadvantages of the one-room country school as the setting for work in composition. Suggests the possibility of all the children working on composition at one time, and lists possible topics based on the personal experiences of farm children. Presents specific standards for composition in each grade, and stresses that the rural school child should have the same standards as other children.

Hildreth, Gertrude H. "Interrelationships between Written Expression and the Other Language Arts." XXXI (Jan. 1954), 40-48.

Advocates that writing, as well as the other language arts, be offered to the child as a tool to assist him in both his academic and social life. Initial emphasis should be placed on content (preferably from experience) rather than form, although the teacher should strive to make the related technical skills inherent, thus supplanting memorized maxims.

Hoffman, Hazel Ward. "From Newspaper to Magazine." XXXIII (May 1956), 289-290.

Tells how a 5th grade newspaper project led to the development of a magazine.

Hoppes, William C. "Considerations in the Development of Children's Language." XI (Mar. 1934), 66-70.

Describes development of written language in the elementary school and its relation to the program of instruction. Analysis of 368 Chicago public school children's compositions yielded information for formulating a systematic course of instruction in written language. Includes implications for an improved program.

Horn, Gunnar. "The Elementary School Newspaper." XXXI (Apr. 1954), 216-217.

Presents important factors in newspaper writing and describes various ways of organizing material and obtaining news.

Johnson, Lois V., and Bany, Mary. "Changing Attitudes toward Writing Activities." XXXIII (Jan. 1956), 33-37.

Recommends fresher approaches to writing, with several specific suggestions for enlivening the composition program.

King, William A. "The Improvement of Oral and Written English." II (Dec. 1925), 356-359.

Reports on a study in the use of content material in the improvement of oral and written English. Of 3 phases in instruction, the most effective was the circulation of good written compositions at proper levels within the school. They were more interesting to the pupils in that they rewarded some degree of success in their developing ability to select and organize materials.

Kramer, Bettina; Loy, Paula; and Walker, Winifred. "Dramatic Role Playing and Book Making in the Library." XXXIII (Jan. 1956), 41-43.

Describes a project in which 4th and 5th grade students took roles of authors, publishers, and illustrators, resulting in creative writing and drawing, knowledge of the process of publication, and understanding the library.

Lake, Marjorie. "A Fifth Grade Publishes the School Newspaper." XL (Jan. 1963), 31-34.

Reports on the many advantages experienced by a 5th grade in publishing a school newspaper.

Laidley, Mary Fontaine. "Classroom Activities in Composition." II (May 1925), 162-163.

Relates a project for 5th and 6th graders that combined their knowledge of geography, aeroplanes, and their inventive powers.

Long, Martha Stewart. "The Santa Maria: A Newspaper in a 4B Grade." IV (Nov. 1927), 262-264.

Suggests that language arts can be taught effectively to children of lower ability in a 4B grade by the production of a newspaper. Relates how the children, uninterested in English, were encouraged to write about their own experiences. Includes short stories by students.

McNulty, Florence E. "Suggestive Plan for Sixth Grade Home Room Composition." V (Nov. 1928), 263-266, 277.

Describes a program to promote creative writing by using children's own experiences. Gives an outline to be used by each home room teacher in the school system.

Mattera, Gloria. "Authors, Fourth Grade Style." XXXIII (Oct. 1956), 354-356.

Shows by example how all aspects of communication—reading, speaking, writing, and listening—can be taught through spontaneous and creative writing by children.

Mortensen, Louise H. "Geography Columns." XXXII (Oct. 1955), 384.

Suggests column writing as a means to correlate social studies and the language arts, and gives sources for teachers and students.

Mortensen, Louise Hovde. "Writing Field Reports." XXXV (Feb. 1958), 122.

Suggests that boys taking field trips could write reports about them, much as the army officers did who led in the opening of the West. These could be used for interesting grammar study.

Neal, Eliza Ann. "They Can Write." XVII (Mar. 1940), 99-102.

Recommends production of a school newspaper as a means of stimulating creative writing.

Nettleman, Flora. "How the Community Chest Furnished an English Opportunity." II (Sept. 1925), 236-239.

Describes a project of the intermediate grades of the Toledo, Ohio, schools sponsored by the local Community Chest. Purpose: to put into writings and illustrations information gathered through personal experiences. Materials were later compiled into a book and used for a Community Chest campaign.

Patrick, Sister Mary. "Should We Teach the Short Story?" XXXVIII (Dec. 1961), 580.

Discusses the merits of teaching the writing of the short story in the upper elementary and junior high schools.

Pearse, Annette. "Oral and Written Composition Projects." IV (Mar. 1927), 79-82, 88.

Compiles composition topics for grades 1-8.

Pilant, Elizabeth. "Family Folklore." XXX (Mar. 1953), 148-149.

Presents a case for the use of folklore topics, especially lore of the child's family, in the teaching of composition.

Ridgley, Douglas C. "Some Topics in Geography of Value to the English Class." V (Sept. 1928), 220-221, 222.

Discusses the value of combining geography topics and English composition.

Ryan, Calvin T. "Writing the Magazine." XX (Jan. 1943), 21-22.

Relates a project which furnished an incentive to use reference materials and creative work in verse and prose, as well as examining magazine materials. Interesting climax came with a radio program broadcast with a 6th grader as monitor.

Salisbury, Ethel I. "Children Can Learn to Edit." XXX (Nov. 1953), 434-436.

Explains steps by which a group of 6th grade pupils produce, correct, and improve a set of papers. Takes reader through 4 days of work with a particular piece of writing. Provides a procedure for editing papers.

Schmidli, Lilli. "When Swiss Seventh Graders Write." VI (Dec. 1929), 273-275.

Reports on the cooperative, inspiring spirit found in a 7th grade class in Switzerland during composition writing. Includes several examples of their writing.

Smith, Dora V. "American Youth and English." XIV (Jan. 1937), 28-29.

Suggests that a rich and full environment can help in getting students to express themselves freely in written composition.

Stegall, Carrie C. "Fourth Graders Write a Book." XXXIII (Jan. 1956), 18-23.

Describes a project in which 4th graders learned principles of writing and punctuation as they wrote their own book.

"Thought and Action in Composition Classes." II (Mar. 1925), 94-96.

Encourages oral and written composition by publishing various stories.

Unkel, Esther. "Let's Have a Class Newspaper." XXXVIII (Oct. 1961), 411-413.

Suggests ways children might go about setting up a class newspaper.

Wade, Duryen E. "Sixth Graders Work toward Better Writing." XXX (Apr. 1953), 214-219.

Discusses means of creating an interest in writing, especially for 6th grade pupils. Stresses correlation of writing with a social studies field trip.

Walbridge, Bettie. "Roll the Press—Grade Four Style." XXXVIII (Jan. 1961), 9-10.

Describes the procedure a 4th grade used to publish a monthly newspaper.

Walsh, Marian M. "The Newspaper in the Elementary School." IX (Feb. 1932), 34-37.

Includes samples of 6th grade children's articles and papers from an experiment at Peabody Demonstration School.

Watnuf, Walter A. "Notetaking in Outline Form." XXXVI (Apr. 1959), 244-247.

Asserts that outlining is essentially an organizing process to make comprehension of oral and written information an easier task. These steps are used to introduce children to outlining: (1) introduce the concept; (2) teach children to outline simple reading material; (3) teach them to sense the outline of spoken material; (4) practice notetaking in outline form.

Williams, Catherine M. "The Student Publication: An Integral Part of the English Program." XIII (Mar. 1936), 112-115.

Explains the procedures of composing a school paper as a learning experience involving all grade levels. Reveals some of the obstacles which hamper freedom of thought.

Woodward, Isabel A. "We Write and Illustrate." XXXVI (Feb. 1959), 102-104.
Relates an account of an example of creative writing becoming "real and meaningful" to a group of 3rd graders who wrote materials and illustrated them for a purpose.

Young, Helen H. "Controlled Composition in the Sixth Grade." XXII (Dec. 1945), 321-323, 332.
Tells how a high school English teacher guided a 6th grade class in its analysis of a paragraph of description in Walter de la Mare's *Come Hither*, which followed with the students writing paragraphs describing some minutely remembered joy.

Zeligs, Rose. "Growth in English through a Unit in Photography." XIX (Dec. 1942), 291-295.
Reports how, through integration of a resource unit, English came to mean a new vocabulary, learning to spell, writing letters of thanks and inquiry, writing reports, and also writing creative stories with illustration from photographs.

Creative Writing—13

Allen, R. Van. "What Is Creative Writing?" XXV (Mar. 1948), 174-176.
Defines creative writing and compares it with functional writing.

Allen, Shirley E., as told to John Trout. "Thoughts of Our Own: A Project in Creative Response." XXX (Dec. 1953), 499-505.
Urges structured writing lessons and the use of models, noting underlying purposes: to develop discrimination in language, to enhance creative ability, to develop awareness of beauty in everyday things.

Anderson, Etoile. "Standards in Creative Writing." VI (Nov. 1929), 249-250.
Discusses the role of the teacher in encouraging the art of creative writing. Contends that it cannot be taught per se.

Arnold, Frieda. "A Creative Writing Activity." XXXVIII (May 1961), 298-300.
Explains how children can be led to love writing and freedom of expression through a purposeful experiment in "letting off steam" by writing on a topic like "The Trouble with Sisters."

Barnes, Donald L. "An Experimental Study in Written Composition." XLI (Jan. 1964), 51-52.
Discusses an approach that a group of 2nd grade teachers developed to eliminate temporarily some of the hurdles to effective writing.

Bergfeld, Annabelle Wagner. "A Creative Writing Project." XXIII (Apr. 1946), 157-159, 177.
Discusses the school newspaper as an instrument to further creative writing. Also suggests poetry and acrostics as aids to inspire writing.

Beverley, Clara. "My Experience with Creative Writing." VI (Nov. 1929), 233-235.
Develops the idea that every good teacher is a teacher of expression, creative speaking, and creative writing.

Bischoff, Constance. "Guidance in Creative Expression." XXIX (Dec. 1952), 462-465.
Suggests means for arousing children's emotions to recall their past experiences as foundations for creative expression. When teachers enrich the curriculum, they provide new experiences.

Brack, Kenneth H. "Creativity in Writing Is Where You Find It." XXXVIII (Feb. 1961), 89-90, 98.
Discusses children's creative writing (self-expression) and lists ways a teacher can help children grow in their creative abilities.

Brodsky, Mimi. "Creative Writing in Elementary School." XL (Feb. 1963), 189-190.
Briefly describes creative writing experiences and presents samples.

Certain, C. C. "Creative Writing in the Grades." X (Jan. 1933), 16-18.
Gives bibliography of materials on creative writing.

Clotilde, Sister Mary, O.S.F. "An Approach to Creative Writing." XVII (Mar. 1940), 105-107.

Discusses a method used to stimulate pupils to write own poetry: begin with much oral reading of poetry by teacher and students.

Cole, Natalie Robinson. "Creative Writing as Therapy: or, Nobody's an Angel." XX (Jan. 1943), 2-6.

Describes a project conducted by the author with a 6th grade class of very nervous and high-strung youngsters. Understanding themselves, their classmates, and fellow human beings came as a result of listening to the ideas of their classmates through creative writing.

Cole, Natalie. "Creative Writing for Therapy." XXII (Apr. 1945), 124-126, 138.

Discusses therapeutic value of creative writing. Adds samples of children's work.

Cooper, Jane Wilcox. "Creative Writing as an Emotional Outlet." XXVIII (Jan. 1951), 21-23, 34.

Explores the therapeutic value that creative writing may have when students are allowed to handle autobiographical writing and symbolic writing. Mentions the need for the teacher to guide this type of writing with proper questions in the lower elementary grades.

Dunlap, Vivian H. "Creativity: A Rainbow in the Sky." XXXIX (Jan. 1962), 41.

Describes experiences of a teacher with a 5th grade individualized reading project, including legends, folklore, and tall tales of America. Emphasis was on improving free expression of ideas, vocabulary growth, and applied language skills. From this project emerged a rare piece of creative writing, which is presented in the article.

Edwards, Phyllis O. "Putting Magic in Creative Springtime Writings." XXXI (May 1954), 272-274.

Presents 4 fundamental steps in any creative writing activity. Emphasizes the pitfalls of expecting too much from the children without adequate orientation.

Evertts, Eldonna L. "Dinosaurs, Witches and Anti-Aircraft Primary Composition." XLIII (Feb. 1966), 109-114.

Stresses the fact that in creative writing emphasis should be on content instead of form, particularly in the primary grades. Presents ideas for helping children write more easily.

Eyster, Mary Lu. "Understanding Children through Creative Writing." XXX (Nov. 1953), 429-433.

Illustrates through 6 examples of children's creative writing how a teacher can gain insights into children's problems. Suggests that file folders be kept with the work of individual children so that the teacher may observe more objectively the growth over a period of time. Shows how writing can be a means of self-improvement.

Ferebee, June D. "Gaining Power through Writing." XIX (Dec. 1942), 282-285.

Advocates teaching report writing and creative writing for full development of children's writing abilities.

Ferebee, June D. "Learning Form through Creative Expression." XXVII (Feb. 1950), 73-78.

Discourages teaching writing for specific skills and stresses drawing out the children's story telling abilities by: (1) providing a relaxed atmosphere, (2) providing listeners, (3) looking for and praising good technics, (4) discouraging remodeling stories, (5) cultivating imaginations by reading to children, (6) heightening sensory awareness and developing alertness in interesting word usage, (7) stopping temporarily when creativity runs thin.

Filbin, Robert L. "Teaching Creative Writing in the Elementary School." XL (Jan. 1963), 43-45.

Stresses the importance of children's expressing themselves and gives suggestions for the teacher for creative writing.

Floyd, Wallace C. "Creative Writing: A Key to Mental Hygiene." XXXV (Feb. 1958), 104-105.

Suggests that creative writing for children might be one key to better mental hygiene. Lists the following benefits derived from such: (1) children find a free relaxed feeling in writing their innermost thoughts; (2) teachers can understand import of their environment and frustrations of maladjusted children; and (3) free writing reveals such problems as rejection by playmates, dislike for school, demands and pressures.

Freeman, Sophie. "Put 'Create' into Creative Writing." XLII (Apr. 1965), 401-402.

Describes the author's methods of teaching creative writing: (1) use picture writing; (2) have the same story put into words; (3) have "a story that is real" written as one would tell it; (4) tell "a story that never happened"; (5) prepare a "story that stands still"—use of nouns and adjectives; (6) prepare a "story that moves" —use of verbs and adverbs; (7) write poems; (8) write letters.

Gallagher, James J. "Expressive Thought by Gifted Children in the Classroom." XLII (May 1965), 559-568.

Explains how research puts emphasis on the creative process and the creative thinker in the classroom environment.

Greenaway, M. Emily. "A Constructive Approach to the Writing Period." XXX (May 1953), 266-272.

Relates several useful methods to use in teaching creative writing.

Harding, Maude Burbank. "Authors in the Making." VI (Nov. 1929), 236-240.

Pleads for complete freedom, without criticism, for children to express their feelings and ideas on paper.

Hill, Jeraldine. "Fostering Creativity." XXXVII (Jan. 1960), 23-26.

Suggests that creativity can be elicited from children if an air of acceptance is fostered and the child is given opportunity to find creativity in everyday experiences.

Holmes, Ethel E. "Writing Experiences of Elementary Children." XIII (Mar. 1936), 107-111.

Discusses the role of the teacher in promoting creative writing in relation to the following aspects: (1) allowing freedom of expression, (2) guiding in the functional aspects of composition, and (3) helping students discover the power of words.

Irwin, Irene I. "Creative Writing with a Third Grade: A Diary." XXIII (Jan. 1946), 24-29, 37.

Gives an account of how a 3rd grade teacher led her class to freedom in self-expression through creative writing.

Kelley, Julia G. "Creative Writing in the First Grade." XLI (Jan. 1964), 35-39.

Deals with what a classroom teacher can do to teach 1st grade children to write creatively.

Leonard, Eunice E. "Helping Children Express Themselves Creatively." XV (Dec. 1938), 306-308.

Speaks of the view that every child is potentially creative and that the teacher's responsibility is to create an atmosphere of freedom, understanding, and confidence that will draw out this creativity. Insists that the primary job of the teacher in this process is to get to know the child and acquire his confidence.

Lighthall, Mary. "Created by Children." XXXIII (Oct. 1956), 348-353.

Deals with a teacher's ability to encourage creative writing by children.

Miller, Marnie E. "What Creative Writing Can Tell a Teacher about Children." XLIV (Mar. 1967), 273-274, 278.

Presents the results of a study of children's writing in grades 1 through 6 in a western city. The findings are grouped into 6 major categories: self-impressions, home and family, friends and social relations, school and citizenship, interests and experiences, emotions and problems. Suggests that creative writing can be beneficial to both teachers and students.

Preston, Ralph C. "Children's Autobiographies." XXIII (Nov. 1946), 306-307, 310.

Offers answers to two questions: (1) How can the idea of writing autobiographies be presented to children so that the experience is listed above the prosaic? (2) How may autobiographies be used to deepen a teacher's insight into the personalities of children and furnish a basis for guidance? Suggests these motivations to children to prepare vital autobiographies: (1) acquaint them with published autobiographies—a background is thus provided for the children's own biographies; (2) suggest that children limit the scope of their autobiographies—data could be limited to experiences in school or family experiences; (3) assure children that the autobiographies will be treated confidentially. Also suggests how to use autobiographies as instruments of guidance: (1) to discover irritants or sensitive spots in children; (2) to discover what children regard as objectionable traits in teachers; (3) to discover traits and procedures to which children respond positively; (4) to discover children's needs for encouragement and help.

Putnam, Ruth A. "A Dynamic Approach to Behavior through Creative Writing." XXVII (Oct. 1950), 375-379.

Explains how creative writing may be diagnostic and therapeutic.

Rosenbloom, Minnie. "Teaching Atypical Children Creative Writing." IX (June 1932), 153-155, 165.

Presents results of a study in which the same methods were used to teach creative writing to 3 groups of children of various age and ability levels—mentally gifted 10-year-olds, mentally gifted 11-year-olds, and retarded whose average age was 15.

Squire, James R. "The Teaching of Writing and Composition in Today's Schools." XLI (Jan. 1964), 3-14.

Expresses concern over the teaching of writing in all grades and sets forth 3 solutions to the problems of accomplishing writing habits in school: uniform grading scale, assistance for the teacher, and developing awareness of skills and problems of organization.

Stockwell, Roberta. "First Experiences in Creative Writing." VI (Nov. 1929), 241-242.

Describes the author's experiences as she tries creative writing: a personal evaluation of what a good English teacher can do to help pupils express themselves.

Sutton-Smith, B. "Creative Writing: Writing What You Like and Liking What You Write." XXX (Dec. 1953), 492-499.

Presents methods on how to write creatively, freely, abundantly, and with pleasure: allow and encourage writing spasms but keep the aims of neatness, accuracy, and good writing. Stresses two major points: (1) freedom alone is all that is necessary to get some children to write; (2) the flow of writing will not be forthcoming from some children unless they find permissiveness, acceptance, and encouragement.

Tilton, N. Edith. "Creative Writing as a Preparation for High School." VI (Nov. 1929), 232, 240.

Discusses ways that creative writing can be of value before a child enters high school.

Walsh, Aline. "The Wonder of Winter." XXXVI (Feb. 1959), 97.

Describes an example of constructive use of creative writing. Both the motivation (experiencing snow) and the outcome "were purely spontaneous."

Welch, Roland A. "The Child as a Creator." VII (Mar. 1930), 70-72.

Takes point of view that teacher should "permit" children to write creatively rather than "teach" them to do it. Beginners should write on subjects of great interest to them. Contends that teachers are too rigid in creative writing assignments.

White, Evelyn Mae. "Creative Writing for Six-Year-Olds." XL (Jan. 1963), 25-27.

Describes a method of teaching spelling phonetically, which has a liberating effect on children's creative expression.

Wilson, Lillian Scott. "Creative Writing in a First Grade." XXVI (May 1949), 241-249, 264.

Gives reasons for doing creative writing in the 1st grade and gives suggestions for teaching it.

Wilson, Martha L. "Helping Children with Writing." XXXIII (Apr. 1956), 228-229.

Lists 12 ways to help children to write. Stresses the importance of ideas first and form second, and also of developing individual "ways of writing."

Winters, Margretta. "Creative Writing: Inside Out." XL (Jan. 1963), 88-91.

Describes methods of motivation for creativity.

Witty, Paul A. "Opportunity to Write Freely." XIX (May 1942), 171-174, 182.

Insists that an understanding of children is the first requisite for the teacher in helping them to write freely. Writing about or discussing experiences should be both beneficial and satisfying to children. Creative writing can help students find happiness.

Witty, Paul A. "Realms of Gold in Children's Writing." XXII (Mar. 1945), 88-93.

Recommends creative writing as a means of free self-expression for students.

Witty, Paul. "Some Values of Creative Writing." XXXIV (Mar. 1957), 139-145.

Presents 7 values of creative writing.

Wolfe, Don M. "What Is Creative English?" XXIX (Dec. 1952), 457-462.

Defines, discusses, and suggests means for implementing creative English ("... oral or written expression which draws upon that experience of the pupils which no other pupil could duplicate. . . .") in the classroom.

Curriculum—14

Allen, Paul D. "An Elementary Teacher's Eye View of the Disadvantaged." XLIV (Jan. 1967), 53-56.

Presents several characteristics of disadvantaged children: (1) have a sense of despair; (2) are below grade level in many of their subject areas; (3) have language difficulties; (4) lack preschool enrichment; (5) despite lack of experiences associated with growing up, have responsibilities; (6) have classroom behavior problems.

Alpren, Patricia Farrell. "The Effect of Group Experiences on Human Relations." XXIX (Apr. 1952), 200-205.

Describes a curriculum designed to help children understand the history and culture of the American Negro.

Anderson, Alton R. "En Route to Integration." XIV (Feb. 1937), 45-48.

Sets up a plan to follow in correlating the curriculum. An important part of the plan is convincing the staff of the value of an integrated curriculum.

Avery, Rebekah. "Relating Music, Nature Study, and English." IV (Jan. 1927), 28.

Emphasizes that correlation of subject matter from various areas can result in an effective teaching and learning experience.

Backer, Vilda. "Are Reference Materials Important in the School Program?" XIII (Jan. 1936), 14-16.

Urges more use of reference materials in the reading program. Stresses importance of specific training in skills for their use.

Baxter, Bernice. "Democratic Practices in the Language Arts." XX (Mar. 1943), 108-111.

Presents 5 principles for skillful guidance in language arts taking into account individual differences, skills of group discussion, and promoting ideals of democracy. Lists questions to aid the teacher in evaluating his own technics in developing democratic behavior in the students.

Beall, Ross H. "What Is Good Fraction Drill?" VI (Feb. 1929), 49-52.

Describes two types of drills—for instructional purposes and for maintenance of skills. Contends that there needs to be more variation in drill.

Berman, Louise M. "Helping Students Understand Their Thought Processes." XL (Jan. 1963), 21-24, 48.

Develops a method of teaching the process of thinking, analyzing convergent, creative, and judgmental or evaluative thinking.

Betts, Emmett A. "Interrelationship of Reading and Spelling." XXII (Jan. 1945), 13-23.

Urges establishment of an integrated language arts program.

Blaisdell, Thomas C. "Experimentation with Children's Books in Russia." XI (Oct. 1934), 206-208, 219.

Discusses Russian controls over reading material for children.

Bobbitt, Franklin. "Reorganizing the Course of Study in English." II (Sept. 1925), 233-235, 239.

Discusses briefly the purpose of training in English, the problem of curriculum-making in the field of English, and arranging opportunities for practice where the situation awakens in the pupil a desire to use the best English of which he is capable.

Booth, Miriam B. "Content in a Full-School Language Program." XXVIII (Mar. 1951), 136-137, 140.

Pleads for more organization of content in the language arts program with establishment of a sequence that would eliminate much of the repetition that exists.

Borton, Mildred Frey. "Parents as Partners." XXXII (Nov. 1955), 450-454.

Relates an experience with a 2nd grade unit in social studies and how the involvement of parents and others stimulated the children.

Bowker, Rosa M. "Educating for Democratic Unity." XXI (Mar. 1944), 99-104.

Describes ways the school helped children to face problems of prejudices and to develop good attitudes toward democratic citizenship.

Brueckner, Leo J. "Improving Work in Problem Solving." VI (May 1929), 136-139, 140.

Reviews several studies in improving work in problem solving. Lists essentials for a program dealing with the improvement of such skills.

Brugmann, Gertrude. "A Christmas Unit." XXXIII (Nov. 1956), 442-443.

Describes a teaching unit for the Christmas holiday. Includes emphasis on the Biblical as well as the secular aspects.

Buckingham, B. R. "Language and Reading—A Unified Program." XVII (Mar. 1940), 111-116.

Elements of reading and composition should be combined in the teaching of each subject.

Burke, Victor. "A Ten-Minute Assembly Program." XXIX (Dec. 1952), 467-469.

Explains the inauguration of ten-minute assembly programs on a weekly basis to help children develop self-confidence and to keep both students and teachers aware of the accomplishments of other classes.

Callihan, Cordia V. "Language Essentials in the Middle Grades." XVI (Mar. 1939), 111-114.

Describes the tasks of the middle grade teacher as these: (1) to lead children to feel that language is important because of its value in conveying ideas to others; (2) to create within each child a desire to speak and write correctly and effectively. States that much emphasis should be placed on the sentence in these grades and makes suggestions for the successful teaching of paragraphing.

Callihan, Cordia V. "Language Training." XV (Jan. 1938), 15-18.

Discusses Paul McKee's course of study which includes oral composition, written composition, and mechanics.

Camp, Fredrick S. "The Rules of the Game." II (Sept. 1925), 240-243.

Presents the problems in the organization of the curriculum for the teaching of English in existing conditions and growth. Considers materials to be used and skills to be employed. Discusses two categories of study and judgment of reading to be exercised by the teacher.

Campbell, Helen. "Subjective Experience in Appreciation." (1) XII (Jan. 1935), 4-8, 24; (2) XII (Feb. 1935), 41-44, 46.

Emphasizes the importance of teaching appreciation of aesthetic values. Education can offer children the ability to explore aesthetics for pleasure and can give them experience in using leisure time. Experiences are much better than indoctrination for development of appreciative feelings. Stresses the teacher's duty to provide leisure in terms of time and atmosphere and to guarantee academic freedom for subjective experience. Children were exposed to various art forms and were asked to "respond" to them.

Carlsen, G. Robert. "The Way of the Spirit and the Way of the Mind." XL (Feb. 1963), 142-147, 167.

Describes problems in teaching English, because it tries to bring together two poles—spirit and mind. This is the presidential address delivered at the 1962 convention of NCTE.

Carr, Rose. "Supervision of Arithmetic in the Elementary Schools." VI (Jan. 1929), 20-23.

Deals with the general pattern of teaching elementary mathematics with particular interest in tests for determining when to teach what. Encourages pretests, unit tests, final tests; suggests standardized programs within any grade and the teacher's editing of the text.

Chase, Sara E. "A First-Grade Guide Sheet." VI (May 1929), 133-134.

Outlines 3 areas of 1st grade work: seat work, bulletin board reading, and phonics.

Chavis, Gwendolyn. "A Thanksgiving Unit." XXXIII (Nov. 1956), 439-441.

Describes a unit for teaching the Thanksgiving story at the 1st grade level. It includes objectives, concepts, and activities to make a meaningful lesson.

Chisholm, Francis P. "What Are Children Interested In?" XLII (Apr. 1965), 446-449.

Suggests putting a question box in a classroom to stimulate thought, elicit questions, and provoke research, thereby satisfying educational objectives. Cautions teachers against stifling curiosity through their reactions to questions asked.

Colville, Dora T. "A Pilgrimage to the City." XX (Apr. 1943), 159-160.

Gives an account of an annual trip by a 6th grade to a nearby large city and the effect of the trip on the class. In preparing for and participating in the trip, the group developed a cooperative attitude and gained an understanding of democracy applied to the classroom and to the community.

Cook, Luella B. "Scope and Sequence in the School Program." XXXIII (Apr. 1956), 201-206.

Discusses the problems of the literature curriculum concerning whether major importance should be attached to the "way pupils learn" or be based on "what is to be learned." For different reasons both are important values to be considered.

Cotner, Edna. "English in a Fused Curriculum." XV (Jan. 1938), 11-14.

Urges that English should not be a separate subject since language is inherent in every subject.

Cotner, Edna. "English in the Integrated Program." XIV (Feb. 1937), 52-54.

Lists subjects English correlates with best and states that correlation must be planned.

Crane, William D. "The Fetish of English Grammar." XIV (Mar. 1937), 87-88, 100.

Contrasts the curriculum of 1937 with the curriculum of the 19th century.

Cross, A. J. Foy. "A New Approach to Teaching the Language Arts." XV (Mar. 1938), 95-97, 111.

Suggests correlation of language arts with social studies and gives objective and subjective evidence of its success in the classroom.

Davis, David C. "Whatever Happened to . . . ?" XLIII (Mar. 1966), 240-244, 302.

Recalls several education movements and practices of the past that seem to have had merit but have been largely forgotten.

Dearborn, Frances R. "Teaching English to Retarded Children." II (Sept. 1925), 247-250.

Reveals the activities of two groups of retarded pupils. Purposes: (1) to record definite reactions and (2) to discover their interests and furnish them with reading materials suitable to their interests.

Dearborn, Frances R. "The Value of the Present Tendencies in Elementary School English." VII (Jan. 1930), 15-21.

Discusses the value of present practices in the instruction of elementary English, and states 7 points in programs upon which to continue the quest for best practice.

DeBoer, John J. "What New Directions for Elementary Education?" XXII (Oct. 1945), 233-235.

Discusses the changes that are likely to occur in elementary education as a result of the impact of World War II, such as focus on the future rather than the past, greater interest in foreigners, increased use of audiovisual aids, greater cooperation between school and community, and more attention to the individual child.

Doty, Mildred J. "One View of Elementary English." XIII (Feb. 1936), 66-67, 76.

Begins with a definition of the two important phases of English as usually understood in school: (1) the class in which facility in language is stressed and (2) the place of appreciation of literature. Develops fully a general progressional program in elementary English.

Doudna, Edgar G. "The Professionalization of English." IX (Sept. 1932), 188-190.

Stresses more adequate preparation for elementary teachers of English. Suggests a 3-part program containing cultural, technical, and professional training in English.

Duboc, Jessie L. "Basal Problems in Grade-School English Instruction.' XII (May 1935), 123-126.

Discusses these problems: lack of interesting units, the barrier of a multiplicity of courses and objectives, failure to distinguish between the mechanics and content phases of English. Outstanding are the needs for a survey of English activities as a whole in every department and for a restatement of aims so as to clarify thinking of administrators and teachers on classroom procedures. Schools must examine their environment in order to discover those barriers which may be removed to promote more effective English instruction.

Duval, Elizabeth W. "Geography—A Foundation and a Key." V (Oct. 1928), 237-238.

Presents the aims for teaching geography in the elementary grades.

Eaton, Jeanette. "Paths to the Show Window." XIII (Mar. 1936), 97-100.

Lists a series of logical steps to be taken in answering students' questions about industry and its complexities.

Edman, Marion. " 'Disarm the Hearts'." XVI (May 1939), 176-178, 190.

Suggests using reading, writing letters, making posters and exhibits, and giving programs to develop in children world friendship through understanding, and provides a list of source material to help teachers achieve this goal.

Edman, Marion. "Planning Language Growth in the Total School Program." XX (Mar. 1943), 87-92.

Lists 3 factors that are responsible for failure in freedom of expression of one's thoughts. Presents an outline for teaching a social studies unit.

Edwards, D. Lewis. "Controled Bookfair." XXXIII (Mar. 1956), 156-160.

Reports on the value of and the procedure to follow in having a book fair. Stresses the importance of the teachers' selection of books for their children.

Ekblaw, W. Elmer. "The Polar Eskimo: Arctic Frontiersman." V (Nov. 1928), 261-262.

Describes the Polar Eskimo's way of life.

Everhart, Rodney W. "Why Not Teach Children Semantics?" XXXIV (Dec. 1957), 548-551.

Defines semantics as "a study of word meaning, or word-fact relationships." Discusses how the teacher can cultivate better habits of oral and written expression.

Farmer, Paul. "A Time for Fundamentals." XXVIII (Oct. 1951), 321-322.

Contends that the human personality is the underlying fundamental of our political, educational, and religious philosophy. Attempts to answer the question of the role the teaching of English must assume in American life today.

Fenton, Mary M. "Curriculum Building in Seattle: Work of the English Expression Committee." III (Mar. 1926), 91-93.

Details the plan of organization for Seattle schools' curriculum. Gives objectives for language courses.

Flowers, Ida V. "The Correlation of Safety with English." I (Nov. 1924), 217-223.

Describes specific safety teaching tactics which are vaguely related to English. Emphasizes the forming of Junior Safety Councils. In one school the Safety Council was correlated with English in that the council used parliamentary procedure and took minutes at their meeting. Children carried verbal reports back to the classrooms and wrote a safety newsletter. General safety education is correlated with English in several ways through writing.

Geyer, Ellen M. "On Attaining a Common Standard." III (May 1926), 155-157, 172.

Stresses the need for accumulative progressive learning in English from learning a good simple sentence in grade 2 to a one-page theme in the 8th grade. Suggests a curriculum.

Gillett, Norma. "A Correlated Curriculum in Composition and the Social Studies." XIV (Mar. 1937), 80-86.

Presents a composition program correlated with that of content subjects. Gives an example of an experimental program.

Goodykoontz, Bess. "Four Questions about the English Curriculum and Their Current Answers." XI (Nov. 1934), 237-244, 250.

Presents the following questions and what the author thinks are the answers:

(1) What should constitute the English program in the elementary school? (2) What is the subject matter of the English curriculum? (3) How shall the material in the language course be organized? (4) What differentiation for varied abilities, interests, and needs should the English curriculum provide?

Goodykoontz, Bess: "Some Factors Affecting the Elementary English Curriculum." VIII (Jan. 1931), 3-6.

Lists 6 factors affecting objectives and methods of teaching English. Foresees a need for a revised English curriculum.

Greene, Harry A. "Improving the Elementary English Curriculum." XII (Mar. 1935), 74-77.

Believes the construction of the curriculum in elementary English is hampered by the following complicated and difficult problems: (1) the complexity of the language itself; (2) the absence of adequate authority for the determination of acceptable practices and usages; (3) the difficulties in the way of identification of the basic skills particularly in the oral language field.

Grommon, Alfred H. "Once More–What Is English?" XLIV (Mar. 1967), 279-282, 300.

Presents the narrow view of English as language, literature, and composition as well as the broader definition which includes listening, speaking, critical thinking, and problem solving.

Grubnick, Irene M. "Creative Expression in the Halloran School." XXXIV (Mar. 1957), 149-152.

Reports on a school engaged in a nongraded curriculum.

Guilfoile, Elizabeth. "The Teacher and the Language Curriculum." XIX (Jan. 1942), 8-12, 28.

Deals with the basic theory that the major language emphases and objectives are the same in all grades and cannot be broken up and taught at only one specific level. Lists these objectives: that the student express himself clearly and concisely, that he build his vocabulary to fit new concepts which come with broader experiences, that he speak with feeling, that he write his thoughts clearly, and that he find an outlet for self-expression in literature, poetry, etc.

Hatfield, W. Wilbur. "The Ideal Curriculum." IX (Sept. 1932), 179-181, 191.

Suggests goals for the school curriculum. Asks for a broad spiral approach to the teaching of English, a sequence of life experiences constantly increasing in complexity and subtlety.

Haven, Julia M., and Jewett, Arno. "NDEA Extended to English; Institutes, Supervision, and Materials." XLI (Nov. 1964), 793-795.

Describes the extended and amended National Defense Education Act enacted in 1964 which provides opportunities for improving English and reading instruction in elementary and secondary schools. Amended Act extends financial assistance to include English and reading. Titles III and XI "provide for the purchase of special materials and equipment, the employment of additional supervisors in English and reading at the state department level, and support for institutes in advanced study at approved colleges or universities."

Heffernan, Helen. "Sharing Experiences in the Modern School." XVI (Mar. 1939), 107-110, 118.

Concludes that since language is the chief means for communicating thoughts and feelings to others, oral and written communication should be given the greatest emphasis in the curriculum. Concludes with a list of activities common to many different units of study where activities are rich in possibilities for either oral or written expression.

Heischman, Walter B. "Teachers Work Together in Improving the Language Arts." XXIX (May 1952), 268-271.

Contains an outline set up by a committee in an Ohio school system for teaching language arts.

Hemingway, Helen Fitts. "A Cooperative Effort in Creativeness." XXXV (Mar. 1958), 164-167.

Discusses how successful children would be in their many activities if parents, teachers, and children would work together. When children participate in group projects, the learning process becomes more meaningful for them.

Herman, Sema Williams. "Early Democratic Training." XXVI (Oct. 1949), 335-339.

Discusses teacher's role in training young children to be democratic, promoting individual security.

Herman, Sema Williams. "I Teach a Way of Living." XXIV (Nov. 1947), 425-434.

Speaks of intercultural education with the emphasis on the reduction of prejudices through an experiment involving the help of the home.

Herzberg, Max J. "Conflict and Progress." XXI (Jan. 1944), 1-5.

Describes the state of affairs in the English and literature curriculum and the influences of World War II, not the least of which is the destruction of much that had outlived its usefulness.

Hill, Edwin H., and Giammatteo, Michael C. "Socio-Economic Status and Its Relationship to School Achievement in the Elementary School." XL (Mar. 1963), 265-270.

Demonstrates that socioeconomic status is related to achievement in vocabulary, reading comprehension, arithmetic skill, problem solving, and a composite of these variables. Students of lower socioeconomic cultures do not overcome their deficiencies by the 3rd grade.

Hill, Wilhelmina. "Observing the Lincoln Sesquicentennial in Elementary Schools." XXXVI (Feb. 1959), 93-96.

Suggests projects, activities, materials for Lincoln's sesquicentennial. Gives practical suggestions for a unit on Lincoln, Illinois, or famous Americans.

Holliday, Larry. "Enriching the Curriculum in Language Arts." XXXV (Mar. 1958), 188-190.

Believes that clubs should be used as creative outlets to help find a person's interests so that, in turn, these interests can be channeled into worthwhile educational activity.

Horwich, Frances R. "Young Children Learn the Ways of Democracy." XX (Mar. 1943), 98-102.

Deals with the procedure by which children learn the meaning and ways of democracy through proper guidance in order to clear up misconceptions and unfounded generalizations.

Ingalls, Lucille, and Issott, Frances. "The More We Get Together." XXXVIII (Dec. 1961), 561-563, 579.

Describes learning experiences involving 1st and 5th grade students working together.

Inglis, Rewey Belle. "Retrospect and Prospect." VII (Feb. 1930), 37-42.

Traces growth of teaching of English. Describes beginning and growth of National Council of Teachers of English. Predicts that the future of English depends on the harmonious but independent work of teachers and researchers to provide ways and means of better English instruction.

Jacobs, Allan D. "Economics through Children's Books." XXXVIII (Jan. 1961), 15-21.

Stresses the need to teach economics on the elementary level. Raises and answers crucial questions on a definition of upper grade social studies, the role of economics as a subject, and trade books available.

Jarvis, Oscar T. "Time Allotment Relationships to Pupil Achievement: Elementary Reading, English, and Spelling." XLII (Feb. 1965), 201-204, 210.

Studies the relationship between time allotments and pupil achievements in the 6th grade.

Jenkins, Frances. "Audience Situations in an Activity Program." VII (Oct. 1930), 202-203.

Offers objectives and advantages of an activity program in a pupil-planning routine. Children learn to accept both destructive and constructive criticism.

Jenkins, Frances. "Need for a Comprehensive Program of Language Teaching." IV (June 1927), 186-187.

Presents a tentative program for language work for entire elementary and secondary years. Begins with oral language without regard to audience, develops oral language as medium of expression, and concerns itself with more complex sentence stucture in written language and variety of purposes. Recommends refinement of adjustment between form and purpose in writing with group responsibility and group criticism in secondary years.

Jenkins, William A. "Time That Is Intolerant." XXXIX (Feb. 1962), 84-90.

Taking his title from W.H. Auden's elegy to W.B. Yeats, the author expands the idea to include the tolerance of time for the truthful and aesthetic in language. Language is the basic humanizer of man as it is the tool and product of reason. It is also subjective, emotional, inspirational, and aesthetic--four qualities which scientific instruments lack. The author also differentiates between "excellence" and education and suggests that if they are equated, grades and exam scores will become more important than satisfying the need for achievement, imagination, and sensitivity.

Johnson, Lois V., and Bany, Mary. "Children Write the Christmas Program." XXXII (Nov. 1955), 465-469.

Suggests that the elementary Christmas program be planned and developed much the same as other curricular procedures, advocating that children write and participate in the total program.

Johnson, Roy Ivan. "The Old and the New in English Instruction." VII (Jan. 1930), 11-14.

Discusses 6 tendencies which the author believes to be characteristic of the progressive viewpoint in English instruction. Also discusses the standards from which to set up a progressive unit of study.

Johnson, Roy Ivan. "This Thing Called Integration." XVI (Mar. 1939), 83-85.

Describes a response to a county superintendent's outline of a course of study. The superintendent was against integration, yet explicitly described a program he wanted which was really an integrated one.

Jones, Anthony. "Some Curriculum Trends in the Teaching of English in the Primary Schools (5-10) in the United Kingdom." XLIII (Nov. 1966), 740-745.

Describes aims, attitudes, and methods used by some teachers; teaching of reading; and research projects in English instruction in the United Kingdom.

Jones, Daisy M. "Curriculum Development in Elementary Language Arts: Current Trends and Issues." XLI (Feb. 1964), 138-144, 166.

Presents trends and issues in developing the language arts program.

Kaiser, Leon S., and Latner, Leanora S. "A Project in Interracial and Interfaith Education." XXI (Mar. 1944), 81-88.

Describes a project of interracial and interfaith education in a Coney Island junior high school. Outlines suggested materials and objectives.

Kalb, Lois. "The Uses of the History of Writing." XLII (Dec. 1965), 866-869.

Points out the increasing trend toward the study of the history of writing, and suggests that such study can enrich the teaching of English and provide helpful approaches to teaching reading to students.

Kenehan, Katherine, and Noar, Frances. "Rebuilding the Elementary School Course in English." II (Dec. 1925), 345-349.

Believes the revised elementary language course should endeavor to make educational aims function and make ideals operative and practical by planning a system of training that will teach every phase of the child's life. Stresses spoken and written languages because of their value in the life of the individual.

Kennedy, Philip E. "Your Student and the Atomic Enigma." XXIV (Oct. 1947), 381-387.

Contends that teachers must help students to reach conclusions objectively concerning the waste and destruction of war.

Kolson, C. J., and Kaluger, G. "The Amidon Elementary School Appraised." XL (Apr. 1963), 440-442.

Criticizes Superintendent Carl Hansen's report on the Amidon Elementary School in Washington, D. C.

Krohn, Dorothy. "Primary Grade Halloween Activities." XXXIII (Oct. 1956), 345-347.

Presents a unit developed in detail for Halloween.

Kurtz, Margaret. "Teaching Human Relations Indirectly." XXIV (Nov. 1947), 474-475, 495.

Is concerned with establishing attitudes that will further good human relations. Illustrates the similarities rather than the differences which Long Island 10-year-olds discovered among their different religious faiths.

Kwiat, Charlotte. "The Values of Dramatization." XXVII (Nov. 1950), 465-466.

Pleads for the use of dramatization in many subjects (as the opportunity arises) and the educational gains that result.

La Brant, Lou. "Language Teaching in a Changing World." XX (Mar. 1943), 93-97.

Presents general issues involved in our changing world and their effect on language teaching. Stresses the importance of communicating new words, new experiences, and new concepts of old words. Offers positive suggestions to help children use language effectively as well as things to avoid.

Lawrence, Annette Smith. "The Pot's Boilin'!" XXI (Mar. 1944), 95-97, 98.

Suggests ways to break down interracial barriers in children.

Lazar, May, and LeBoit, Lillian J. "Let's Say You'll Teach Children, Miss Browne." XXI (Feb. 1944), 54-58.

Describes a hypothetical teacher and her change of philosophy in curriculum, adapting it to the needs of children.

Leake, Edna R. "Suggestions for Correlation of English with Other Subjects." XV (Nov. 1938), 265-267.

Pleads for correlation of English with other subjects so that the student will be helped to overcome his language difficulties no matter where he encounters them. Sees subject matter teachers as responsible in helping achieve the goal of mastering language.

Linstad, Lina Louise. "English and the Social Studies: A Suggested Correlation." XI (Oct. 1934), 209-211.

Lists books for social studies units on Africa and Russia.

Lodge, William J. "Developmental Characteristics of Childhood Related to the Language Arts Curriculum." XXX (Feb. 1953), 106-115.

A 3-part article in the area of language arts deals with: (1) a change of view from language as merely a body of skills to language as a "vitally important form of behavior. . ."; (2) the development of oral and written language and of handwriting and spelling in the preschool and the elementary age child; (3) the interrelationships of language arts and environmental factors.

Lowenberg, Benjamin. "Elementary English in the Evening School." XIV (Dec. 1937), 301-303.

Deals with the teaching of elementary level English to adults. The philosophy of the adult education course was that if the basic fundamentals of English are learned, the student will have a real foundation to which he can easily add literature.

Lyman, R. L. "Normalizing English Instruction." IX (Sept. 1932), 175-178, 192.

Attacks the school curriculum as being too compartmentalized. Argues for more integrated teaching of various subjects.

McCowen, Emeline J. "Rich Learning Experiences in the Third Grade." XXX (Oct. 1953), 343-351.

Calls for allowing children to share in the planning of their curriculum in order to assure their maximum development and describes a 3rd grade class in which this was done. Asserts that through such a project children learn the value of planning, develop self-confidence, and develop a self-respect by completing a worthwhile project.

Mackintosh, Helen K. "Language Arts Curriculum: Fifty-Year Highlights of the Elementary Program." XL (Jan. 1963), 5-14, 55.

Traces the history of the language arts curriculum through the 50 years prior to 1963.

Mahoney, Nano. "Instruction in Percentage." VI (June 1924), 161-163.

Explains how to teach the concept of percentage (following fractions and decimals), when it should be presented, and the sequence of skills necessary before mastery can result.

Marder, Joan V. "An English Look at the American Scene." XLIV (Nov. 1967), 785-786, 799.

Tells of books on America in the hands of British children which the author judges to be of most direct use to teachers as well as librarians in order that more valuable and balanced views of the United States be conveyed.

Marguart, Boneita P. "A Venture Becomes an Adventure." XLIII (May 1966), 480-482.

Illustrates how the language arts program of the culturally disadvantaged student can be enriched. Children acquire vocabulary through experiences involving the five senses. Since vocabulary development is a primary goal, the teacher realizes the importance of communicating clearly to students, meeting the needs of children, stimulating them to talk and share ideas, increasing their self-confidence, providing them with firsthand experiences, and allowing good discussion. To the students, words become clearer in meaning, vocabularies are increased, discussions are better developed, and school becomes more interesting and profitable.

Marione, Sister M., O.P. "Eighth Graders Examine Their Attitudes." XXI (Mar. 1944), 92-94.

Stresses the importance of teaching children how to analyze prejudices and propaganda.

Maxwell, John. "Language Arts in an Integrated Curriculum." XXXIV (Oct. 1957), 371-372.

Article discusses the approach teachers of Racine, Wisconsin, used when faced with the need of "how to structure a program of instruction in the language arts without losing the desirability of articulating and integrating language into a rich, meaningful setting."

Miller, Clyde R. "What School Policies Regarding Anti-Semitism?" XXI (Mar. 1944), 97-98.

Reviews questions and answers regarding anti-Semitism in the public school.

Miller, Lillian. "Character Training Through History-English Projects." II (Feb. 1925), 55-57, 72.

Consists of projects for 6th graders on character and motivation training to care for individual differences of pupils. Correlates history with English.

Morgan, Madeline R. "Chicago Schools Teach Negro History." XXI (Mar. 1944), 105-110.

Describes work done in Chicago public schools in teaching Negro history under the author's program.

Moscrip, Ruth. "Correlating Literature and Music." III (Apr. 1926), 111-112, 115.

Gives examples of correlating literature with music.

Murdoch, Clarissa. "Outdoors with Our Children." I (Sept. 1924), 171-174.

Recounts experiences which add to the richness of outdoor life for children and speculates on effects on school activities.

Murray, Walter I. "The Language Arts in the Elementary School." XXII (Feb. 1945), 52-55.

Urges progressive education approach to language arts study, teacher-student planning, awareness of social relevance of language, use of community resources.

Oberholtzer, E. E. "Growth in Reading in an Integrated Curriculum." XVI (Apr. 1939), 125-128, 156.

Contends that a reading program should make provision for continuous growth in the reading ability of every child; feels that this is best achieved through an integrated curriculum. Explains how the language arts and reading function in an integrated curriculum.

O'Brien, Ida. "A Drive on English in a Rural Supervisory District." VIII (Apr. 1931), 83-87, 96-97.

Outlines procedures used during a two-year drive for the improvement of English among pupils of schools in a rural supervisory district in Connecticut in 1927-1928. Results showed increased interest in language activities.

Orr, Catherine E., and Schrobenhauser, Hazel. "First Graders Can Do Research

Too." XXXIV (Jan. 1957), 19-21.

Suggests numerous topics that can be supplemented by "research activity" and relates how pictures, as well as supplementary text materials, magazines, and library books, can be used effectively by young children.

Overton, Harvey. "Recreating the Past for Pupils." XXXII (Mar. 1955), 156-163.

Describes one way history and social studies can be made meaningful by relating the past through stories.

Parent, Norma Jones. "Utilization of Community Resources." XXXV (Mar. 1958), 185-187.

Asserts that demonstrations, tours, and observations make education more meaningful.

Pease, Marion Ochsner. "English Errors in Social Studies Notebooks." XVIII (Feb. 1941), 47-51.

Discusses the advantages, disadvantages, and objectives of the correlated and integrated program for the elementary grades, showing how English suffers most.

Pringle, Mary R. "English and Geography Project—Grade 3A." I (Dec. 1924), 253-258.

Describes project teaching in a 3rd grade. All subject areas were correlated to enrich the experience of each child and develop skill in expression.

Rashkis, Lillian L., and Mittelman, Hazel R. "Teaching Brotherhood at P.S. 37 Manhattan." XXI (Nov. 1944), 251-255, 261.

Discusses an approach for the teaching of brotherhood to children of different ethnic backgrounds.

Rawlings, Grace. "An Informed Public—An Understanding One." XXVII (Nov. 1950), 461-464.

Gives guidelines for informing the public about the educational system.

Repp, Austin. "The Problem of Maintaining Skills in Arithmetic." V (Nov. 1928), 269-271, 275.

Discusses the retention of arithmetic skills by selection and construction of maintenance devices. Asserts that devices must be constructed as drill units which can be used by the teacher to meet certain specifications.

Rice, Jeannette E. "Presenting English Lessons by Radio." (1) XVIII (Feb. 1941), 35-41, 51; (2) XVIII (Mar. 1941), 106-110.

Reviews the considerations, preparations, and trials accompanying the production of a 15-minute radio presentation by 8th graders.

Presents the evaluated criteria for preparation and handling of broadcast lessons in language usage and literature.

Roberts, Holland. "English for United Action." XIX (May 1942), 177.

Insists that English should be taught so that language would clarify issues in time of war or crisis. To be enslaved or to decide one's own destiny is the issue under consideration.

Roberts, Holland. "For International, Interracial, and Intercultural Friendship." XXI (Mar. 1944), 89-91.

Stresses ways teachers can build democracy in the classroom through international, interracial, and intercultural friendship. Pleads for classroom and community projects.

Salisbury, Ethel I. "Bringing Things Together." II (Dec. 1925), 353-355.

Describes how an experienced teacher correlates the English time allotment with other activities so the child may get the greatest benefits from all activities. The teacher should select activities which will unite a great number of objectives.

Sattley, Helen. "The United Nations on Display." XXI (May 1944), 175-178, 185.

Describes how a junior high school project helped children abandon stereotypes and learn to understand through the use of exhibits of materials, objects, and realia.

Schmidt, Mildred C. "Language Arts in Core Programs." XXVIII (Apr. 1951), 208-214.

States the need for effective communication and the need for a program for teenagers where help is given in reading and vocabulary for skill and understanding to develop the potential of communication.

Schraegle, Adelaide. "Learning to Meet Differences in Family and Community Patterns." XXVII (Apr. 1950), 212-218.

Describes how a group of Cleveland teachers, aware of the problems faced by students coming from a variety of home and cultural backgrounds, organized a program of aiding these children in their group adjustments. The group concentrated on sociometrics, parent conferences, and group discussions.

Sebesta, Sam Leaton. "The Neglected Art: Thought Questions." XLIV (Dec. 1967), 888-895.

Feels that the so-called thought question—in such situations as will disclose imagery and inference, point of view, relating a story to one's own experience, and basic plots—possesses the means by which literature comes to life for some students.

Sheppard, Louise E. "A Fact Festival." XXX (May 1953), 284-286.

Describes a project undertaken by a group of school librarians in which materials on certain units were organized and displayed for classes studying these units. Emphasis was on basic skills and facts.

Simonson, Evelyn. "The School Assembly Program." XXII (Nov. 1945), 257-260.

Discusses the means and value of cooperative ventures between pupils and teachers of several grades in providing a school assembly centered on social studies.

Slack, Robert C. "A Report on Project English." XLI (Nov. 1964), 796-800, 807.

Describes the activities of 11 Project English Centers sponsored by the Office of Education around the country, dealing with elementary, junior high, and senior high in all the main areas within the subject of English. Language study and composition are the areas of prime interest in some centers, the development of programs in literature prominent in others.

Smallidge, Olive E. "The Elementary Child and the English Program." XV (Jan. 1938), 19-26, 39.

Asserts that elementary English has two functions: thought getting and thought giving. Contends that grade standards are an inadequate measure; evaluation should be based on growth in reading interests, reading skills, language expression, and mechanics.

Smith, Dora V. "Building the Lines of Communication in the Elementary School." XX (Mar. 1943), 81-87.

Enumerates 7 parts constituting the role of elementary school language instruction.

Smith, Dora V. "The English Curriculum in Perspective—The Elementary School." XXIII (Feb. 1946), 45-54.

States that the English curriculum must promote clearly defined goals; sets forth some goals for consideration, with emphasis on communication.

Smith, Dora V. "How the Council's Elementary Curriculum Study Will Serve Today's Schools." XXXI (Nov. 1954), 430-434.

Introduces the book *Language Arts for Today's Children: A Program for the Elementary School.* The purpose of the volume is to make concrete in terms of actual practice in the elementary school classroom the principles and procedures set forth in *The English Language Arts,* Volume I of the NCTE Curriculum Series.

Smith, Dora V. "The Language Arts in the Life of the School." XXI (May 1944), 161-167, 192.

Discusses making language arts experiences meaningful for children as the result of an inservice program in the Kansas City, Missouri, schools.

Smith, Dora V. "Making a Curriculum in the Language Arts." XXVII (Nov. 1950), 421-424.

Gives a brief explanation of goals for elementary language arts.

Smith, Dora V. "Problems in Elementary English." XVI (Nov. 1939), 251-256, 285.

Reviews the results of the New York Regents' inquiry into English instruction in elementary schools in New York. A rich background of experience, and emotional and social well-being were found to enhance language learning and expression.

Smith, Herbert A. "Forestry." II (Apr. 1925), 137-139.

Explains the importance of trees and the conservation of natural forests.

Snedaker, Mabel. "The Correlation of Language and Social Studies in Intermediate Grades." (1) I (Apr. 1924), 50-53; (2) I (May 1924), 92-95.

Describes the value of achieving good usage of English through recitation, and the factors which cause difficulties in assembly programs for children from beginners to 6th graders.

Stauffer, Russell G. "Trends in Language, Spelling and Handwriting." XXVIII (Dec. 1951), 462-467.

Reviews trends in theory and practice of teaching language, spelling, and handwriting. The Curriculum Commission of the National Council of Teachers of English advocates a dynamic curriculum geared to the changing needs of a changing society with individual, independent, effective usage of standard English as its goal, differentiating between instruction in skills and appreciation. Maintains that the role of the school is to help the individual acquire facility in using language in a variety of situations. A unified language arts program of sequential learning will enable an individual to analyze, extend, and refine his experience. Study of language and literature can serve as a guiding force in personal, social, and vocational life.

Sterling, Edna L. "Developing a Course of Study in Language Arts." XXIII (Apr. 1946), 165-169.

Discusses the organization and development of a language arts curriculum for grades K-12 in the Seattle public schools by a curriculum specialist and a committee of teachers. The three main headings were (1) ability to think, which included reading, listening, and writing; (2) organization of ideas and materials; (3) mechanical aspects of a language program, reference material, outlining, sentence structure, and punctuation.

Sterling, Edna L. "We All Had a Hand in It." XXI (Nov. 1944), 247-250, 269.

Describes how a course of study in the expressional phase of language arts for grades K-12 was implemented in the Seattle schools.

Stewart, Joyce, and Johnson, Mary E. "A Language-Social Studies Lesson." XXXV (Apr. 1958), 242-248.

Describes technics and procedures used in developing language, reading, and social studies skills.

Storm, Grace E, "Social Studies: A Basis for English." XIV (Feb. 1937), 42-44, 70.

Shows how to integrate English into the social studies.

Strickland, Ruth G. "A Good Start in School." XXI (Nov. 1944), 241-246.

Discusses in detail the language arts program in the primary grades and the curriculum employed in Indiana.

Strickland, Ruth G. "How the Curriculum May Contribute to Understanding." XXVIII (Apr. 1951), 226-235.

States the need in our culture for more men and women who are psychologically and mentally mature. Is concerned with the meaningless "verbalism" in the schools which restricts children's thinking; is dissatisfied with the passive acceptance of learning methods but desires rather an active program of interaction with people and firsthand experience to motivation and learning. Mentions research studies of the significance of experience and various approaches toward an experience curriculum.

Strickland, Ruth G. "What Thou Lovest Well Remains." XXXVIII (Feb. 1961), 65-73.

Stresses a need for an articulated program of English from kindergarten through college. The presidential address to the golden anniversary NCTE convention in 1960.

Suloway, Irwin J. "The Elementary School Newspaper—Pupil Product or Propaganda Piece." XXXIV (Mar. 1957), 176-179.

Defends the existence of an elementary school newspaper for the entire school.

Symonds, Percival M. "The Correlation of English with Other Subjects from the Point of View of Psychology." XI (Sept. 1934), 173-176, 191.

Discusses attempts made toward correlation of subject matter in education. Believes that English as a tool of expression should dominate while other subjects are contributory; therefore, English should not be a separate subject. Thinks that literature is a separate subject, as are history, science, and art, but composition is the tool of all subjects.

A Symposium by Grade-School Teachers. "Arousing and Discovering Children's Interests in English." VIII (May 1931), 103-105.

Four short articles deal with poetry, topics for compositions, and a diversified reading program.

Thorpe, Clarence DeWitt. "The Articulation Project of the Michigan Council of Teachers of English." XV (Jan. 1938), 23-26.

Describes a project in which teachers of different units and grades get together to consider common problems and objectives.

Toohy, Elizabeth. "The English Plank in a Conservative Platform." XL (Feb. 1963), 148-149, 190.

Discusses criticisms of teaching in the language arts—course content—which came up during an election for school board members.

Trabue, M. R. "The Language Arts in 1946." XXIII (Dec. 1946), 335-343.

Discusses the fear of another war—this time with the atomic bomb. Advocates building for peace by working for solutions to such problems as disagreement of the Communists and Nationalists in China. States that every procedure and device in education must now (since 1945) be measured in terms of its contribution to human relations. Because effective communication and understanding are the keys to effective human relations, the author places the burden for teaching the art of communication on the shoulders of the language arts teachers. States that language arts should now be taught for social ends rather than teaching spelling, grammar, and sentence structure as ends in themselves. Contends that teachers should know what Johnny reads on his own initiative and not just what he is capable of reading.

Trabue, M. R. "Personality Development and the English Curriculum." XXVIII (Apr. 1951), 215-220.

Contends that maturity of thought and action is necessary for developing effective social, economic, and political institutions as well as for making effective personal adjustments in a complex, rapidly changing world. Subtopics concern the nature and personality of growth, the development of personality differences, language growth and personality, and implications for the English curriculum.

Trout, John M., Jr. "Books Build America: The Englewood Pageant of Books." XXVIII (Oct. 1951), 326-332, 342.

Describes the attempt of one group of language arts teachers to coordinate their efforts in a project operative at all levels of a school system. Each group developed a project centered on the theme "Building Our America" with a common base in reading and such learning activities as music, art, dramatics, and dancing.

U.S. Office of Education. "Project English." XXXIX (Feb. 1962), 144-147.

Describes Project English which, with the budgetary support of Congress, is planned to raise the quality of English instruction. "The project seeks to complement systematically the existing efforts of various groups already contributing significantly to the same objective. . . . the office will sponsor an increasing amount of research and experimentation in the area of English."

Wachner, Clarence W. "Detroit Great Cities School Improvement Program in Language Arts." XLI (Nov. 1964), 734-742.

Describes the program of 1 of 14 large city systems which decided to take steps to improve the education of children with limited background. The Detroit Great Cities School Improvement Project consists of these parts: (1) teacher orientation and training; (2) improved use of equipment and materials adapted to the needs of the child; (3) modification of organizational patterns within the school for more flexible and efficient programing to meet individual needs; (4) additional staff assigned to each school to help classroom teachers and school administrators; (5) public and private agency involvement and the development of school-community reinforcing activities.

Wagner, Victoria. "Living and Learning in First Grade." XXVIII (Oct. 1951), 333-335, 346.

Describes a typical day's activities in a 1st grade room.

Ware, Kay. "English Programs for the Culturally Different: Significant Aspects of the St. Louis Program." XL (Oct. 1963), 611-614.

Stresses the importance of basic learning skills which will enable children to work independently from books in the middle grades. Stresses the value of small group instruction in reading and the use of special clinic-trained teachers.

Wiecking, Anna M. "Adventures in Democratic Living." XX (Mar. 1943), 111-113.

Describes how one school set up a program for democratic planning and decision making.

Witty, Paul. "Implications of Army Education Programs." XXII (Nov. 1945), 281-283.

Stresses the importance of making school significant and meaningful, capitalizing on students' interests, needs, and experiences, and striving for good personal and social adjustment.

Witty, Paul. "Reading of Social Studies Materials." XXVII (Jan. 1950), 1-8, 62.

Discusses growth in reading through wide reading and understanding of concepts in social studies. Urges clarification of vocabulary words.

Witty, Paul A. "The Role of Reading in the Social Studies." XXXIX (Oct. 1962), 562-569, 583.

Discusses problems of both poor readers and superior readers. Aims at well-coordinated reading programs with the reading skills carrying over into other content areas according to varied needs and purposes.

Witty, Paul A., and Goldberg, Samuel. "The Army's Training Program for Illiterate, Non-English Speaking, and Educationally Retarded Men." XX (Dec. 1943), 306-311.

Describes in detail the Army program for teaching illiterates how to read and write.

Wood, Hugh B., and Impecoven, Howard. "Curriculum Material in the Language Arts." XXVIII (May 1951), 257-262, 300.

Presents an attempt by the authors to prepare a bibliography of material in the language arts field gathered principally since 1945. Materials in composition, grammar, literature, reading, phonics, and library science were gathered from various levels throughout the school systems across the United States.

Wrightstone, J. Wayne. "Achievements in English in Activity Programs." XIII (Mar. 1936), 94-96.

Concerns itself with the values of the core-centered curriculum which integrates all subjects into one topic. Contrasts the older method to the new approach.

Young, Clare M. "Evaluation of the Oregon Course of Study in Language." XIX (Jan. 1942), 38-40.

Deals with the study made in language arts at the University of Oregon. According to this evaluation, language arts should be the center of learning and be so interesting and expressive that all other things will rotate around it. The children's ideas and desires should govern the matter studied.

Young, Clare M. "Hero Tales in the Rural School." X (Dec. 1933), 243-245.

Outlines a plan organized to fit the needs of a rural group and aiming to acquaint boys and girls with some heroes of the past and to lead them to an appreciation of some heroes of the present.

Zilen, Elizabeth, and Thomas, William H. "Teaching Language Arts in Samoa." XLIII (Nov. 1966), 730-731, 791.

Describes the language arts program in Samoa based on English as a second language and the use of television as the primary teaching medium.

Zyve, Claire. "English—An Integral Part of All School Activities." XIV (Feb. 1937), 49-51, 67.

Expresses the fact that English is now a part of all subject areas, not a separate subject. Suggests giving drill as a separate activity.

Developmental Reading—15

Abraham, Willard. "A New Look at Reading." XXXI (Mar. 1954), 139-143.

Poses four important questions as to attitude, readiness, meaningfulness, and grouping of children beginning to read.

Akins, Thelma Shaw. "First Grade Phonics in Texas Schools." XXX (May 1953), 294-295.
Discusses the teaching of phonics in the 1st grade and describes a survey of 1st grade teachers which shows that they teach more phonics than the manuals of the basic texts recommend.

Allen, R. Van. "The Write Way to Read." XLIV (May 1967), 480-485, 491.
Considers the relationships between reading and writing, language concepts developed by children, and the language experience approach to the teaching of reading. Presents goals, sight vocabulary, phonics, materials for reading, motivation for reading, classroom organization, and evaluation of pupil progress.

Ammerman, Kathleen. "A Guided Program in Reading." XXIII (Mar. 1946), 115-20.
Discusses the Glencoe school system's guided program in reading and other ideas related to it.

Arnold, Frieda. "Individualized Reading and the Language Arts." XXXIX (Mar. 1962), 269-273.
Points out that growth in individualized reading can be promoted by all the phases of language arts. Letters to favorite authors, stories of daily happenings, personal magazines, and class magazines contribute to a many-sided program. Vocabulary growth will be encouraged by constant attention to new and better words to express the students' ideas. Jingles can be used to impress children with word meanings and to encourage creativity.

Artley, A. Sterl. "Critical Reading in the Content Areas." XXXVI (Feb. 1959), 122-130.
Defines critical reading as judging a writer's ideas and the reader's reaction to these ideas. Contends that the development of critical interpretation is a responsibility of all teachers on all levels. Pupils should be given purposes to be met through critical reading.

Assisi, Sister M. Francis, C.S.A. "From Print to Books." XXII (Apr. 1945), 147-149.
Discusses the obstacles to readiness and the means for overcoming them.

Babcock, Mildred D. "Group Reading." XVIII (Oct. 1941), 230-232.
Discusses a method of dividing a class into reading groups. Suggests ways for the teacher to check on group progress.

Baker, Emily V. "Reading Readiness Is Still Important." XXXII (Jan. 1955), 17-23.
Interprets the findings of a study of middle grade pupils to support the author's belief in the use of more and better reading readiness technics.

Balow, Irving H. "Sex Differences in First Grade Reading." XL (Mar. 1963), 303-306, 320.
Gives results of a study showing that there are sex differences in reading achievement in 1st grade because girls come to school with more educational readiness than do boys.

Barbe, Walter B. "High Interest, Low Ability Level Reading Materials." XXX (May 1953), 281-284.
Discusses the need for interesting reading material for low ability readers. Lists several sources for obtaining these materials.

Barbe, Walter B. "Problems in Reading Encountered by Gifted Children." XXXIII (May 1956), 274-278.
Indicates 4 major factors which contribute to the reading problems of the gifted.

Barbe, Walter B., and Waterhouse, Tina S. "An Experimental Program in Reading." XXXIII (Feb. 1956), 102-104.
Discusses an experimental program in reading in a Chattanooga school that met its pupils' own needs by presenting each child with a reader on his level and continuing with the developmental approach. Results of the experiment were favorable.

Benjamin, Dayton, and Burton, Alice. "The Basal Reader in the First Grade." XXXII (Apr. 1955), 237-239.
Discusses the purpose of basal readers in 1st grade and teachers' attitudes toward them.

Benjamin, Dayton, and Burton, Alice. "The Experience Approach to Beginning Reading." XXXI (Oct. 1954), 346-349.

Indicates that the first steps in learning to read should be based on the child's experiences and interests. The children were guided through a variety of motor, social, and aesthetic experiences in order to establish a background for reading.

Bentley, Harriett. "Words in Color." XLIII (May 1966), 515-517.

Discusses a reading approach whereby sign-sound combinations of English are learned by particular colors which unify each sound.

Betts, Emmett A. "Developing Basic Reading Abilities." XX (Dec. 1943), 312-320.

Describes two approaches to teaching of reading: (1) basal readers, (2) supplementary daily reading experiences.

Betts, Emmett Albert. "Guidance in the Critical Interpretation of Language." XXVII (Jan. 1950), 9-18, 22.

Suggests that a systematic guidance program in teaching individuals to read critically should begin in kindergarten and go on through school. Includes suggestions to carry out such a program.

Betts, Emmett A. "Levels of Professional Competency in Differentiated Reading Instructions." XXII (Nov. 1945), 261-270, 295.

Discusses the different ways to teach reading—from level zero, which teaches reading purely by textbook with no regard to needs of the students, up to level eleven, which groups the students according to pupil needs, aptitudes, and achievement.

Betts, Emmett Albert. "Phonics: Practical Considerations Based on Research." XXXIII (Oct. 1956), 357-371.

Gives a brief history of phonics and presents various generalizations in regard to reading and phonics. Includes a bibliography of articles and books.

Betts, Emmett Albert. "Structure in the Reading Program." XLII (Mar. 1965), 238-242.

Contends that reading instruction rests on two foundations—linguistics and psychology. Linguists refer to two levels of structure—phonemic and grammatical—and have identified four signals to the meaning of language structure: (1) the position of a word in a sentence signals a part of speech; (2) grammatical inflection signals a part of speech; (3) function words that have no referential meaning (*the, very*) signal grammatical structure; (4) intonation signals grammatical structure. Two plans for differentiating instruction are used—individualized and group reading.

Blackhurst, J. Herbert. "The Nature of the Reading Process." X (Apr. 1933), 83-85, 111.

Points to the error in current thinking concerning the nature of the reading process. The reading process involves much more than just the gathering of thought from the printed page. Because it involves the individual's past experiences and symbols on the page simply direct the thought process, teachers should be aware of how past experience can condition a student's thinking.

Blakely, W. Paul, and McKay, Beverly. "Individualized Reading as Part of an Eclectic Program." XLIII (Mar. 1966), 214-219.

Reports an investigation of individualized reading as a supplement to a basal reader program in grades 4, 5, and 6.

Blakely, W. Paul, and Shadle, Erma M. "A Study of Two Readiness-for-Reading Programs in Kindergarten." XXXVIII (Nov. 1961), 502-505.

Reports on a study intended to provide information on the effects of a program of readiness books of a basal reader series as compared to an activity program of experiences for kindergarten children. Concludes that experience is more meaningful in developing reading readiness.

Blayne, Thornton C. "Validity of Self-Evaluation Charts in Developmental Reading Programs." XXVI (May 1949), 279-281, 292.

Reports on a study on the validity of self-evaluation charts in developmental reading programs in high school and junior college in Menlo Park.

Bloomfield, Leonard. "Linguistics and

Reading." (1) XIX (Apr. 1942), 125-130; (2) XIX (May 1942), 183-186.

Phonics or sight reading is the issue in the first article. Contends that responding vocally to individual letters rather than whole words should form a basis in reading. Discusses 3 main types of writing: (1) picture writing, (2) word writing, and (3) alphabetic writing.

The second article explains the system of teaching reading known as the linguistic approach. Steps in the process include letter recognition, left to right scanning, and learning 2- and 3-letter words, double consonants, semi-irregular spellings, and irregularly spelled words.

Blumenfeld, Jacob, and Miller, Gerald R. "Improving Reading through Teaching Grammatical Constraints." XLIII (Nov. 1966), 752-755.

Describes a research project designed to learn what it was grammatically that A English students knew and poor students did not.

Bond, Guy L. "First-Grade Reading Studies: An Overview." XLIII (May 1966), 464-470.

Discusses the purpose and scope of the 27 First-Grade Reading Studies sponsored by the United States Office of Education in the mid-60's.

Bone, Robert. "Using Literature to Extend Children's Experiences." XXXVI (May 1959), 314-318.

Discusses a unit experience for extending children's experiences through reading.

Boney, C. DeWitt. "Basal Readers." XV (Apr. 1938), 133-137.

Presents arguments against using basal readers in upper grades.

Boney, C. DeWitt. "Teaching Children to Read as They Learned to Talk." XVI (Apr. 1939), 139-141, 156.

Describes the beginning reading program in an East Orange, New Jersey, elementary school. The school's philosophy is that a child will learn to read when he is ready to learn and sees a need to learn.

Boney, C. DeWitt, and Hoppen, Rae. "Maturation, an Aid to Beginning Reading." XXI (Oct. 1944), 211-214, 220.

Reviews the concept of reading readiness and its implementation in an experimental program in Nassau School, East Orange, New Jersey.

Boney, C. DeWitt, and Lynch, Julia E. "A Study of Reading Growths in the Primary Grades." XIX (Apr. 1942), 115-121, 133.

Authors contend that reading readiness is a great waste of time and has little effect on the reading program; reading should be delayed till the child is 8 or 9 years old. Testing evidence is given to support the opinion that as the children grow older and are given adequate attention, they will respond and learn far more than anything they are capable of in the primary grades.

Bremer, Neville. "First-Grade Achievement under Different Plans of Grouping." XXXV (May 1958), 324-326.

Reports a study conducted to compare reading achievement of 1st graders under homogeneous and heterogeneous grouping.

Briggs, Elizabeth D. "Readers and Primers in Library Children's Rooms." V (Nov. 1928), 267-268.

Reports committee findings from a study of readers and primers for the purpose of compiling a list of books for a children's room in a library. Subjects included folklore, fairy stories, poetry, riddles, nature stories, animal stories, and informational stories.

Brueckner, Leo J. "The Analysis of Skills in Reading." V (Apr. 1928), 109-112.

Distinguishes work type reading (involving location of information, comprehension, and evaluation with reasonable speed and accuracy) from recreational reading (for interpretation, appreciation, enjoyment, and cultivation of a desire to read extensively). Courses of study should give general objectives and cite skills to be taught to achieve the objectives. Teachers should plan their instruction accordingly. Gives criteria for analyzing arithmetic and social studies instruction.

Burns, Paul C. "A Re-Examination of the Role of Experience Charts." XXXVI (Nov. 1959), 480-483, 532.

Describes an experience chart, its purpose and objectives, advantages and disadvantages.

Burris, Mary H. "Vitalizing Reading through Organization." IV (May 1927), 150-152.

Discusses a plan whereby the teacher takes one subject and provides varied reading experiences for all children, yet takes into consideration individual differences in reading ability.

Burrows, Alvina Treut. "Caste System or Democracy in Teaching Reading?" XXVII (Mar. 1950), 145-148, 157.

Notes that forward looking schools advocate individualized reading programs, dramatizations, social reading, informational reading, and serial reading, thus leaving little room for the system of regimented reading.

Butler, Elsie. "Further Experiences in the Third Grade." XXVIII (Feb. 1951), 57-69.

Explores the possibilities of extra experiences that will stimulate the spontaneous interests of 3rd graders, from field trips to reading in groups and working in committees.

Cadenhead, Kenneth. "A Plan for Individualized Reading Instruction." XXXIX (Mar. 1962), 260-262, 268.

Reports on an individualized reading program carried out with 14 6th grade students, using an hour and 45-minute language arts period per day.

Carpenter, Audrey F. "More than Plot." XXXIV (Oct. 1957), 383-385.

Notes that 8th grade students of above average ability read for "the hidden meaning" of a story. If the book is a good one, the reader will add to his understanding or knowledge by reading.

Carr, John W. "The Approach to Reading as a Meaningful Process." XIII (Apr. 1936), 145-148.

Concerns itself with teaching children to read for comprehension as opposed to meaningless word calling.

Carr, John W., and Michaels, Matilda O. "Reading Readiness Tests and Grouping of First Grade Entrants." XVIII (Apr. 1941), 133-138.

Reports a North Carolina study that reaches the conclusion that readiness tests for reading are not foolproof. Suggests that teacher judgment for student placement in sections is as good as test results.

Carroll, John B. "Some Neglected Relationships in Reading and Language Learning." XLIII (Oct. 1966), 577-582.

Shows neglected relationships in reading and language. Compares these two areas of learning and gives conclusions: (1) language is learned, but reading is taught; (2) language learning reveals irregularities along with regularities, but reading instruction does not; (3) understanding and speaking are combined in language study—writing is taught separately from reading; (4) code is meaningful in language learning; it has been underemphasized in the teaching of reading.

Carroll, Marjorie Wight. "Sex Differences in Reading Readiness at the First Grade Level." XXV (Oct. 1948), 370-375.

Reviews a study conducted by the author to determine whether or not sex differences existed in reading readiness at the 1st grade level; data were compiled from various surveys and tests (Brown, Monroe, Gates, Dearborn, and Cushman). Finds that statistically significant sex differences do appear during the reading readiness period, favoring the girls.

Carson, Louise G. "Moving toward Individualization—A Second Grade Program." XXXIV (Oct. 1957), 362-366.

Tells how a 2nd grade teacher formed a reading club and retained reading groups but individualized the supplementary reading (programs representing a point midway between a basal reading program with ability grouping and an individualized program); each child had daily short periods of word recognition drills. Notes problems: how to keep up with the books read and how to provide adequate opportunity for children to experience the satisfaction of oral reading.

Cohen, Lorraine Sterling. "Begin Critical Reading in Elementary School." XLIV (Apr. 1967), 363-364, 377.

Describes several devices teachers can use to develop critical reading and thinking.

Collier, Marilyn. "An Evaluation of Multi-Ethnic Basal Readers." XLIV (Feb. 1967), 152-157.

Assumes that a necessary requirement for successful reading is that the person reading should be able to relate the material to past experiences. Evaluates 25 textbooks from four publishers on the bases of two considerations: (1) content of the readers as material with which Negro children may identify; (2) content as material with which culturally disadvantaged children may identify. Categories observed included race, neighborhood, family, occupations, clothing, childhood, school. Conclusion: improvements are needed for the readers to meet the needs of culturally disadvantaged children and nonwhite children in all communities.

Cordts, Anna D. "And It's All Known as Phonics." XXXII (Oct. 1955), 376-378, 412.

Criticizes the "tons of stuff" that are sold under the name of phonics for use in elementary reading programs.

Cordts, Anna D. "Facts for Teachers of Phonics." III (Apr. 1926), 116-121, 125.

States rules of phonics and how they should be taught. Stresses the importance of teaching sounds which the child frequently meets, going into great detail on consonant combinations.

Cordts, Anna D. "Functional Phonetics for Power in Reading." XXX (Feb. 1953), 91-94.

Presents fundamental aspects of the "cue words" approach for identifying new words in reading.

Cordts, Anna D. "When Phonics Is Functional." XL (Nov. 1963), 748-750, 756.

Discusses the functional part of phonics in reading instruction. Stresses the importance of using the phonetic approach in conjunction with the whole word method.

Cortright, Richard W. "Each One Teach One: The Right to Read." XL (Mar. 1963), 299-302.

Describes "Each One Teach One"–the Laubach method of teaching illiterates to read–a combination of several teaching technics, plus ways of preparing materials, training teachers, and organizing literacy programs.

Courtier, Audrey March. "Criteria for the Selection of Primers." XVI (Nov. 1939), 271-278.

Analyzes 20 primers with copyright dates from 1930 to 1939 to distinguish those based on Mother Goose rhymes, fairy and folk tales, from those based on social learning. Recognizes the importance of acquainting children with their society and culture.

Cox, Joyce W. "A First Grade Experiences Reading." XXVI (Dec. 1949), 447-450, 460.

Lists 3 things necessary for fluent 1st grade reading: (1) a rich and meaningful experience background, (2) permissive atmosphere, (3) huge quantities of reading material.

Creswell, Thomas J., and McDavid, Virginia. "Linguistics and the Teaching of Reading." XL (Jan. 1963), 93-96.

Describes Leonard Bloomfield's plan for beginning reading; it involves rigid control of sound and letter correlation; the aim is to produce an habitual response to symbols and groups of symbols in various contexts.

Crimmins, Leonora A. "And Now There Are Ten." XLIII (Nov. 1966), 771-77

Describes the reading approach of Harry Huls: the introduction of words is controlled by the phonic make up of the words; reading for meaning and spelling patterns are also stressed.

Crosby, Muriel. "Curriculum Building and the Reading Process." XXXVII (Jan. 1960), 14-19.

Discusses the need to relate reading experiences to those experienced by the child outside of the classroom and also to the experiences that the child has in other subject matter classes in school.

Crosby, Muriel. "Experience and the Reading Process." XXXVI (Dec. 1959), 552-555.

Refers to the need for experience in the background of the student before reading can be meaningful to him. Stresses the need for the teacher to continuously evaluate the reactions of each student to his reading experiences to determine when he needs help in motivation and understanding of the material read.

Crosby, Muriel. "The Totality of the Reading Program." XXXVI (Oct. 1959), 374-379.

Emphasizes 3 broad aspects of a good reading program: developmental, curricular, and enrichment.

Crosby, Muriel. "Words Can Make the Difference." XXXVII (Feb. 1960), 81-85.

Describes self-help tools in reading: sight words—to build up a small reserve of reading knowledge; picture and context clues, configuration, structural and phonetic analysis—to develop independence in reading; memory—to aid retention of what has been learned.

Crossley, Ruth, and Kniley, Mildred. "An Individualized Reading Program." XXXVI (Jan. 1959), 16-20.

Tells how an administrator successfully initiated an individualized reading program.

Crutchfield, Marjorie A. "In Practice: The Language-Experience Approach to Reading." XLIII (Mar. 1966), 285-288.

Describes a reading program individualized by the use of pupil-prepared materials and pupil-chosen textbooks.

Cutright, Prudence, and Riedell, Adaline. "A Survey of Primary Reading Activities." VIII (Mar. 1931), 54-59.

Describes the initial step in a supervisory program for improving the teaching of reading conducted by elementary principals of Minneapolis.

Dale, Edgar, and Chall, Jeanne S. "The Concept of Readability." XXVI (Jan. 1949), 19-26.

States that content, style, format, and organization are interacting variables which affect readability. Notes that the degree of a child's readability depends on his general reading ability, his general and specific experience, and his interest and purpose in reading.

Dale, Edgar, and Chall, Jeanne S. "Reply." [to Dawkins, John. "A Reconsideration of the Dale-Chall Formula." *Ibid.*] XXXIII (Dec. 1956), 520-522.

Explains the Dale-Chall formula for measuring the difficulty of printed and spoken material. Give specific correlations with areas under study.

Dale, Edgar, and Chall, Jeanne S. "Techniques for Selecting and Writing Readable Materials." XXVI (May 1949), 250-258.

Discusses readability by offering criteria to consider in selecting and writing readable materials. Gives references to publications which help to analyze suitability of materials for readers.

Daniel, Mary Ann. "You Can Individualize Your Reading Program Too." XXXIII (Nov. 1956), 444-446.

Describes an effort by a teacher to individualize and thus improve reading in her classroom. Presents in detail the procedure used in the class.

Davis, David C. "Phonemic Structural Approach to Initial Reading Instruction." XLI (Mar. 1964), 218-223.

Discusses the linguistic approach to reading based on the Bloomfield method and other programs. Views reading as a process of decoding a particular writing system into language. Explains a study conducted at the University of Wisconsin where students were exposed to linguistics instruction as well as the basal reader program.

Davis, Wylma. "They 'Write' Their Way to Reading Readiness." XXIII (May 1946), 207-210.

Provides information on how to make reading charts that develop the desire to read and pave the way for book reading at the 1st grade level.

Dawkins, John. "A Reconsideration of the Dale-Chall Formula." XXXIII (Dec. 1956), 515-520.

Assesses the Dale-Chall formula for predicting reading difficulty. System is primarily based on word difficulty. Considers the shortcomings and advantages in the method.

Dawson, Mildred A. "Children Learn as They Read." XXXVI (Nov. 1959), 475-477.

Shows the development of a beginning reader and the effect books have on him as a person.

DeBoer, John J. "Controlling Concepts in Reading Instruction." XXII (Feb. 1945), 61-65, 70

Discusses and evaluates major concepts in reading instruction current in the 1940's.

DeBoer, John J. "Teaching Critical Reading." XXIII (Oct. 1946), 251-254.

Examines these 3 conclusions which were reached by Roma Gans and Edward Glaser in their study of critical reading: it is important; it can be taught; it is neglected in the schools. Discusses what critical reading involves and what appropriate criteria should be in the mind of the reader. Lists 4 responsibilities for the teacher for instruction in critical reading.

Dent, Harold C. "A Principal Looks at Primers." XIX (Apr. 1942), 140-146.

Maintains that selection of readers in the primary grades is of utmost importance. Criteria: (1) interesting content on the child's level, (2) suitable vocabulary, (3) illustrations, (4) other physical qualities of a good book, (5) teacher's manuals, balance of worktype material, (6) up-to-date publications, (7) contribution to the school's social study program and aids for the children.

Dickhart, Audrey. "Breaking the Lock-Step in Reading." XXXV (Jan. 1958), 54-56.

Describes an individualized reading program which takes into consideration a readiness period and the necessity of meeting the needs of all ranges of abilities. Explains briefly the procedure followed.

Dolch, E. W. "Am I Teaching Phonics Right?" XXXIV (Apr. 1957), 227-234.

Lists criteria for a teacher to use in evaluating his effectiveness in teaching phonics.

Dolch, E. W. " 'Climbing the Word Ladder' in Reading." XXIX (Mar. 1952), 139-142.

Discusses the importance of teaching reading by the sight method and repetition of words by construction of a reading ladder as opposed to other well-known methods.

Dolch, E. W. "Complete Reading vs. Partial Reading." XXXIII (Jan. 1956), 11-12.

Distinguishes between "reading" and "partial reading," the latter referring to reading marred by lack of specific skills which, when identified and developed, lead to "complete reading."

Dolch, E. W. "Do Reading Tests Test Reading?" XXXI (Apr. 1954), 200-204.

Clarifies the fact there are many obstacles in the construction of reading tests since reading has two meanings: the ability to read and the desire to read. Includes 5 reading ability factors and 5 factors in study.

Dolch, E. W. "Four 'Methods' of Teaching Reading." XXXI (Feb. 1954), 72-76.

Discusses 4 methods of teaching reading: (1) all-oral, (2) all-silent, (3) oral-silent, and (4) silent-oral. States uses of each.

Dolch, E. W. "From Puzzling to Reading." XXXI (Nov. 1954), 395-397.

Presents 3 methods of teaching reading and proceeds to discuss these "slow perception" methods of reading in which the child has to puzzle out the word. Describes various methods used to bring about a change from puzzling to quick perception.

Dolch, E. W. "How a Child Sounds Out a Word." XXII (Nov. 1945), 275-280.

Suggests "sounding out program" as a means of teaching reading and comprehension: start with sounds of single letters, go to two letters, and so on to long words and syllabication.

Dolch, E. W. "How Should We Read Stories?" XXXV (Mar. 1958), 157-159.

Describes how one should read stories with understanding and imagination in order to comprehend their meanings.

Dolch, E. W. "If Parents Help with Reading." XXXII (Mar. 1955), 143-146.

Stresses that parents should not help teach reading to their child, but tells how parents can aid the teacher with specific problems.

Dolch, E. W. "Individualized Reading vs. Group Reading." (1) XXXVIII (Dec. 1961), 566-575; (2) XXXIX (Jan. 1962), 14-21, 32.

Compares individualized reading with group reading. Concludes, after discussing merits, that individualized reading is the better method.

Describes how to introduce and carry out an individualized reading program.

Dolch, E. W. "Memorizing Is Not Reading." XI (Oct. 1934), 220-221.

Discusses memorization of words as opposed to reading. States that memorizing is not reading and parents need to know this.

Memorization is natural at the start and gives the learner confidence, but it needs to be discarded as soon as possible for reading, the getting of meaning from the printed word.

Dolch, E. W. "Phonics and Polysyllables." XV (Apr. 1938), 120-124.
Discusses two kinds of phonics taught in primary grades and their importance.

Dolch, E. W. "Phonics in the First Grade." XXXII (Dec. 1955), 514-518.
Discusses 3 methods of teaching phonics in 1st grade: total memorization method, discovering method, and parallel method.

Dolch, E. W. "School Research in Reading." XXXIII (Feb. 1956), 76-80.
Suggests minimal guidelines for assuring valid research in reading.

Dolch, E. W. "Should Children Read Silently First?" XXV (May 1948), 279-285.
Points out some of the hazards of assigning certain materials to children to be read silently before laying a proper background.

Dolch, E. W. "Testing Reading with a Book." XXVIII (Mar. 1951), 124-125, 165.
Suggests a method of testing for vocabulary, comprehension, and contextual interpretation reading skills through the use of an ordinary textbook.

Dolch, E. W. "The Use of Vocabulary Lists in Predicting Readability and in Developing Reading Materials." XXVI (Mar. 1949), 142-149, 177.
Lists problems which should be kept in mind when using a vocabulary list to predict "readability."

Dolch, Edward William. "Value of Reading Practice." IX (Apr. 1932), 99-101.
Shows that quick recognition of words for reading can be gained with practice. Discusses Kindergarten Union List (1928) consisting of 1,759 words; suggests that children learn more easily and better if they know all these words thoroughly.

Dougherty, Mary L. "The Teaching of Phonics in the Primary Grades." I (Sept. 1924), 181-183.
Explains the use of phonics in grades 1-4; says that formal instruction probably can be discontinued in grade 3. Prepares children to use a dictionary in grade 4.

Downing, John. "Can i.t.a. Be Improved?" XLIV (Dec. 1967), 849-855.
Answers Yes to the question—Is it within the bounds of possibility that a writing system better than i.t.a. can be produced? But on the question—Is it permissible to change the conventions of i.t.a. as presently constituted?—answers that there is considerable doubt because the whole situation is now befogged by copyright controversies.

Downing, John. "Current Misconceptions about i.t.a." XLII (May 1965), 492-501.
Identifies and attempts to dispel current "misconceptions" about i.t.a., Initial Teaching Alphabet, invented by Sir James Pitman, offering his arguments. i.t.a. is a system of spelling English using 44 symbols instead of 26, intended to help beginners learn to read and spell more easily and better. It is not a phonetic alphabet nor does it employ an artificial phonetic alphabet. It is not an absolutely regular code for phonemes. It is not the ultimate in simplification. It is not concerned with spelling reform. It is not intended to teach children to read at an earlier age. It is not a method of instruction as, for example, look-say, phonetic, eclectic, or language-experience. Its copyright is not restricted. There is no lack of materials employing i.t.a. orthography. It is not a panacea for reading instruction. Experiments with i.t.a. are serving to focus attention on reading and spelling as language learning.

Downing, John. "How I.T.A. Began." XLIV (Jan. 1967), 40-46.
Presents the beginning of the Initial Teaching Alphabet and the beginning of i.t.a. research. Explains the design and method of the original British i.t.a. reading experiment and discusses the current position of the experiment.

Duffy, Thomas F. "Oral Reading for Its Own Sake." XLI (Oct. 1964), 597-599.
Argues that oral reading deserves a place in the many faceted repertoire of the reading teacher; is convinced that oral reading and some oral choral reading can move schools toward the ideal of a more perfectly balanced reading program.

Durkin, Dolores. "Kindergarten and Reading." XXXIX (Mar. 1962), 274-276.

Points out that reading can help children become adjusted to school for children find security in daily reading activities. Taking attendance with name cards is one technic. If a teacher plans well for her kindergarten class, she can associate reading with many other things, such as background. At this age children are receptive and enjoy it when they think they are reading.

Eakin, Gladys A., and Spence, Eugene S. "Team Teaching and Independent Reading." XXXIX (Mar. 1962), 266-268.

Notes that a team teaching atmosphere seems to lend itself to the reading program and moving through the primary grades in a continuum and at the speed best suited for the pupil. Recommends a 4-day cycle: (1) work in workbooks and reading orally with a partner; (2) literature and sharing activities; (3) workbook and phonics; (4) tests and silent reading.

Edwards, D. Lewis. "Teaching Beginners the Purpose of Reading." XXXIX (Mar. 1962), 194-195, 215.

Presents the idea that the purpose of reading is to get the meaning, not just to say the words with rapidity and expression, and states that the children must understand this concept. Describes teaching activities which can be used to help the child read for meaning, and gives specific examples of direct applications of the "reading for meaning" activities.

Emans, Robert. "Teacher Evaluations of Reading Skills and Individualized Reading." XLII (Mar. 1965), 258-260.

Discusses a study designed to investigate the ability of teachers to diagnose reading problems in individualized reading instruction and the results.

Emans, Robert, and Fisher, Gladys Marcy. "Teaching the Use of Context Clues." XLIV (Mar. 1967), 243-246.

Presents a study which used the Gates Reading Survey in various forms to study the use children make of context clues. Results indicate that the more clues a reader has, the easier it is to unlock an unknown word; also, context clues must be used with other word attack methods to discover the word.

Enstrom, E. A. "Wanted: Unbiased Answers." XLIV (Jan. 1967), 47-49, 52.

Presents 16 questions concerning i/t/a: (1) Has i/t/a been given more publicity than is warranted? (2) Will it really eliminate the current number of reading failures? (3) Are the gains made with i/t/a permanent or temporary? (4) How easily can children really move to conventional reading and writing? (5) How difficult will learning conventional spelling be? (6) How much actual, true, published research supports i/t/a? (7) Are there less confusing ways of reaching similar goals? (8) Will there be more handwriting failures? (9) What provisions are made for individual differences? (10) Will i/t/a develop "word callers"? (11) What will be the effect on children of highly mobile families? (12) Will preschool readers be switched to i/t/a when they don't need it? (13) How will i/t/a affect the library habit in preschoolers? (14) How will conventional reading material be used? (15) How will the average teacher perform? (16) Are there undesirable side effects from i/t/a?

Evans, Clara. "The New Approach to Reading." XXVII (May 1950), 309-311, 322.

Describes a reading readiness program as carried out in some modern kindergartens.

Evans, Clara. "Reading Readiness for the Kindergarten." XXII (Apr. 1945), 143-146.

Gives 6 indications of reading readiness the teacher can look for.

Evans, Clara. "Signs on the Reading Highway." XVII (Apr. 1940), 149-152, 162.

Enumerates the factors which are important for reading readiness in kindergarten and 1st grade and gives readiness activities for both levels.

Evans, N. Dean. "Individualized Reading—Myths and Facts." XXXIX (Oct. 1962), 580-583.

Discusses advantages and disadvantages of individualized reading. Concludes by considering the practical applications in the elementary schools and presents ideas for a balanced program.

Evans, N. Dean. "An Individualized Reading Program for the Elementary Teacher." XXX (May 1953), 275-280.

Describes an individual reading program based on self-direction. Includes a list of activities for the program.

FitzGerald, Agnes D. "Perception Skills and Beginning Reading." XL (Apr. 1963), 415-419, 427.

Discusses the psychological processes and motor skills involved in beginning reading.

Frazier, Alexander. "Individualized Reading: More than New Forms and Formulas." XXXIX (Dec. 1962), 809-814.

Prescribes methodology in an individualized approach to teaching reading. Lists 7 procedures for teachers who use this approach.

Freeman, Sophie. "The Challenge of Phonics." XXXIX (Mar. 1962), 250-252.

Presents a resumé of teaching phonics to beginning readers, giving an explanation of a particular method of teaching phonics.

French, Opal. "Guided Free Reading in the Classroom." XXIV (Jan. 1947), 25-31.

Suggests a method of "organized" free reading that would stimulate slow, average, and excellent readers in 7th and 8th grades. Believes it necessary to guide the child's choice in reading, so that the choice grows better: reading groups named for days of the week meet with the teacher; each individual reports his book to the group; the group prepares a written report.

Fry, Edward. "A Frequency Approach to Phonics." XLI (Nov. 1964), 759-765, 816.

Describes a researched formulation of a set of phonics rules, ranked according to their frequency of use, representing a workable blend of the findings of modern linguistics, frequency counts, and traditional curriculum materials. Points out that frequency does not tell grade level at which the phonics rules should be introduced. The major rules could be covered by the end of the 1st grade and the minor rules by the end of the 2nd grade. The rules apply to beginning reading materials.

Gates, Arthur I. "The Development of Independence in Word Recognition." V (Apr. 1928), 113-115.

States that the main purpose of instruction in word mastery is to develop accuracy in word calling, comprehension, and fluency in various types of reading with enjoyment as a result. Cites 3 methods for developing independence in word recognition: (1) the incidental method; (2) the extrinsic or supplementary method, which incorporates the use of flash cards and phonetic drills; (3) the intrinsic method, which includes word form and contextual clues in its approach to word recognition. Considers the intrinsic method the superior one.

Gilpatrick, Naomi. "Getting a Child Ready to Read." XXXVI (May 1959), 308-311.

Lists ways to help locate and identify the child who is ready to read.

Goodykoontz, Bess. "The Relation of Pictures to Reading Comprehension." XIII (Apr. 1936), 125-130.

Explains the function of pictures as a teaching device for the reinforcement and clarification of reading.

Gray, William (S.). "Fundamentals in Silent Reading." IX (Apr. 1932), 95-98.

Describes 3 levels of skill in silent reading: (1) recognizing meaning in form, (2) interpreting meaning, (3) outlining content.

Green, Eva May. "The Filmstrip Explains the Reading Program." XXXII (Dec. 1955), 537-541.

Suggests how a filmstrip (*How Your Child Learns to Read*) can be used to interpret the reading program to parents.

Greenman, Ruth, and Kapilian, Sharon. "Individual Reading in Third and Fourth Grades." XXXVI (Apr. 1959), 234-237.

Describes an individualized reading program in its first year of use. Results were as follows: (1) better than average gain in reading ability; (2) wider range of reading interests; (3) no typing of a student's ability; (4) increase in comprehension.

Groff, Patrick. "Comparisons of Individualized (IR) and Ability-Grouping (AG) Approaches as to Reading Achievement." XL (Mar. 1963), 258-264, 276.

Provides a listing of articles and periodicals containing information on individualized and ability grouped reading.

Groff, Patrick. "Comparisons of Individualized and Ability Grouping Approaches to Teaching Reading: A Supplement." XLI (Mar. 1964), 238-241.

Lists research done in comparing individualized reading and ability grouping. Results showed, out of 22 cases, gains in favor of individualized reading in 8 instances, in favor of ability grouping in 2, and no significant difference in the remaining 12 cases.

Groff, Patrick J. "Getting Started with Individualized Reading." XXXVII (Feb. 1960), 105-112.

Describes an individualized reading program in which (1) the child learns basic sight words; (2) he is given opportunity to select material he wants to read; (3) teacher-pupil conferences are held with regard to any difficulties the student has met; (4) small groups are used only for basic instruction.

Groff, Patrick J. "Materials for Individualized Reading." XXXVIII (Jan. 1961), 1-7.

Lists 5 main advantages of an individualized reading program.

Habecker, James E. "How Can We Improve Basic Readers?" XXXVI (Dec. 1959), 560-563.

Maintains that current basic readers sacrifice literary quality for more didactic pedagogical purposes such as teaching brotherhood, moral equality, and respect for others. Pleads that works with literary merit will raise questions that will also fulfill the needs of understanding human nature. Includes a checklist to enable the teacher to determine which basal readers have literary merit.

Harrison, M. Lucile. "Developing Readiness for Word Recognition." XXIII (Mar. 1946), 122-131.

Deals with word analysis and a program to develop readiness for word recognition.

Heffernan, Helen. "Reading in the Experience Curriculum." XVI (Nov. 1939), 257-259.

Shows how to develop an experience unit that will motivate children to read.

Hildreth, Gertrude H. "Experience-Related Reading for School Beginners." XLII (Mar. 1965), 280-284, 289-297.

Supports an experience-related approach to the teaching of reading in the primary grades. Suggests a renewal of the experience-oriented methods used in the 20's and 30's that according to research have shown students reading as well as or better than pupils taught from standard basal readers.

Hill, Jeraldine. "Teaching Critical Reading in the Middle Grades." XXXIX (Mar. 1962), 239-243.

Gives 13 definite suggestions of how to teach and develop critical reading, beginning in the middle grades.

Hillerich, Robert L. "An Interpretation of Research in Reading Readiness." XLIII (Apr. 1966), 359-364, 372.

Points out that comparisons of research suggest that many current arguments about early reading instruction would be deflated if considerations were made more carefully. Suggests that the profession needs to be more specific in differentiations and more aware of dates in a bibliography.

Hillerich, Robert L. "Kindergarteners Are Ready! Are We?" XLII (May 1965), 569-573, 576.

Maintains that more attention should be given to reading in a kindergarten curriculum.

Hostetler, Beverly. "What Does Individualized Reading Mean to You?" XXXIX (Mar. 1962), 263-265.

Reports on questionnaires sent to educators who have been using individualized reading programs. They brought results that seemed most favorable to this type of skill.

Huber, Miriam Blanton. "Teaching Beginners to Read—An Integrated Process." V (Apr. 1928), 116-118.

Pleads for an effective and integrated approach to the teaching of reading, which would take into consideration a child's needs, interests, and potential for self-direction: in teaching beginning reading, a limited number of words would be introduced to a child in context; a workbook, with a structured arrangement of presenting clues, would provide interesting activities to promote reading for meaning; an accompanying reader would use the same vocabulary—realistic rather than idealistic in describing the child's environment.

Hudson, Jess S. "Reading Readiness in the Intermediate Grades." XIX (Apr. 1942), 134-137.

Discusses reading readiness in the intermediate grades. Identifies two types of readiness in regard to maturity: (1) general readiness in most children and (2) specific readiness for reading a particular selection. Children must be able to recognize symbols and understand the general idea.

Huglin, Ida. "Language versus Silent Reading." III (Nov. 1926), 290-291, 303.

Contends that silent reading, an impressional process, and language, an expressional process, are different in purpose and different in operation. Considers a problem of silent reading—that of speed and comprehension. Here, language tends to suffer since children have only a given time in which to express their answers.

Huser, Mary K. "Reading and More Reading." XLIV (Apr. 1967), 378-382, 385.

Reports an investigation of 264 intermediate grade students as to attitudes and achievement in reading when they were taught under an individualized method or a basal textbook method. Conclusion: achievement in the experimental group using the individualized method was not significantly better than in the control group using basal readers; individual students made gains under either method.

Ide, Alice M., and Oberg, Walda. "The Content of Present Day School Readers." VIII (Mar. 1931), 64-68.

Shows that the content of present-day reading material more nearly measures up to the child's interests and present-day reading objectives than that of the past.

Jeidy, Pauline. "Improving the Program in Reading." XXVI (Jan. 1949), 27-31, 34.

Describes improvement which came about as a result of selecting supervisors to help teachers in specific areas, especially in reading, so as to improve instruction in 6 different phases of the class activities.

Jenkins, Elizabeth M. "Developing Independent Readers in the First Grade." XXVII (Mar. 1950), 149-154, 170.

Presents author's method of teaching her 1st graders to become independent readers. She used a method that was a combination of the Key Word Technique and the teaching of vowel sounds from their key words.

Jenkins, William A. "Reading Skills in Teaching Literature in the Elementary School." XLI (Nov. 1964), 778-782.

Defines reading as obtaining meaning from the structural elements of written language. Literature presents a standard for judging language and experience, and provides a background which gives words their meaning. Some skills which a child should be taught: (1) to interpret life in its varying degrees of seriousness; (2) to recognize that language has nuances, subtleties, and intricacies; (3) to interpret a wide range of vocabulary and discourse; (4) to pursue a series of events in order and time; and (5) to grasp the tone and mood of a reading selection.

Johnson, Rodney H. "Individualized and Basal Primary Reading Programs." XLII (Dec. 1965), 902-904, 915.

Describes a research project on individualized reading versus reading in the basal program. Individual reading provides for a nonsequential order of presentation of skills. The basal program selects and presents material, group instruction, teacher to group reading, and skills in sequence. The purpose was to study the results of each program and compare achievement scores, range of reading scores, oral reading ability, quantity of material read, self-direction, social adjustment, and parental attitudes toward the program. After the 1st grade and the 3rd grade, the Metropolitan Achievement and Battery Test, the individual program scored higher in all the areas.

Kallen, Miriam. "Beginning Reading Experiences in the New School." XVI (Jan. 1939), 27-30.

Suggests that reading taught by the experience method in the "New School" will foster appreciation, enjoyment, and curiosity in reading that had not been attained in the "old school" methods.

Kermoian, Samuel B. "Teacher Appraisal of First Grade Readiness." XXXIX (Mar. 1962), 196-201.

Reports the results of experiments which were to determine the validity of teachers' judgment of readiness by relating their judgments to the results of the Metropolitan Readiness Tests given to children. Points out that most teachers can judge reading readiness easily and accurately, saving time, money, and effort.

King, Martha L., and Ellinger, Bernice D. "An Annotated Bibliography of Critical Reading Articles." XLIV (Apr. 1967), 365-377.

Includes articles and research reports pertaining to critical reading during the last decade, listed under these headings: theoretical articles, research reports, and descriptions of teaching methods or materials.

King, William A. "Work Reading in the Intermediate Grades." VII (May 1930), 129-133.

Discusses study reading and work reading, which are characterized by work attitudes and appropriate materials to be used.

Kingsley, Marjorie. "An Experiment in Individualized Reading." XXXV (Feb. 1958), 113-118.

Lists main objectives in an individualized reading program which encourages children to read for enjoyment and as a tool for better living. Suggests a procedure for the program.

Knapp, Jessie V. "Improving Reading Skills in Content Areas." XXIV (Dec. 1947), 542-550.

Advocates combining the teaching of reading with another content subject.

Kottmeyer, William. "Readiness for Reading." (1) XXIV (Oct. 1947), 355-366; (2) XXIV (Dec. 1947), 528-535.

Discusses problems in teaching reading in blighted areas of large cities. Traces test correlations in St. Louis schools: readiness and intelligence; intelligence and reading achievement; readiness and reading achievement; and comparison of teachers' estimates of readiness with intelligence and readiness tests estimates.

Reports on apathy of low income families in St. Louis and strives for better preparation of children for reading.

Kruzner, Donald L. "Reading as a Live Experience." XXIV (Dec. 1947), 536-541.

Takes a trip with a small boy and tells how reading applied to his everyday experiences.

McCracken, Glenn. "Have We Overemphasized the Readiness Factor?" XXIX (May 1952), 271-276.

Reports an experiment in which filmstrips and visual aids were used to accompany a basic reading program in 1st grade classes. Results of this experiment over a 2-year period were excellent.

McCreary, Ruth V. "Meeting Individual Reading Needs." XXXVI (May 1959), 294-297.

Lists some of the common causes of reading difficulty: (1) immaturity at the beginning stage, (2) emotional disturbances, (3) low intelligence, (4) absenteeism, (5) lack of up-to-date books, (6) faulty teaching. As a result of a remedial program to meet individual needs in Wooster, Ohio, it was found that the needs of all types of individuals were best met through a partial segregation from the regular classroom.

McCullough, Constance M. "Broadening Experiences through Reading in the Elementary School." XXIII (Mar. 1946), 101-107.

Sets forth certain characteristics that need emphasis in a reading program; critically examines various reading problems. Puts stress on comprehension and training in the improvement of reading.

McCullough, Constance. "Flash Cards—The Opiate of the Reading Program?" XXXII (Oct. 1955), 379-381.

Suggests proper uses for flash cards in a reading program, with a less artificial and mechanical basis for word recognition.

McCullough, Constance. "Groping or Grouping?" XXXI (Mar. 1954), 136-138.

Discusses a 3-part reading program: (1) building skills, (2) using skills, (3) maintaining skills. Feels that group reading with teacher's supervision is needed for reinforcement of part (3).

McCullough, Constance M. "The Recognition of Context Clues in Reading." XXII (Jan. 1945), 1-5, 38.

Tells of the means by which a student can examine the context in which a word appears and the form of the word itself to get clues to its meaning.

Mahoney, Sally. "Basic Study Skills and Tools." XLII (Dec. 1965), 905-915.
Contends that because all levels of education need overlapping and interdependent study skills, the questions of grade by grade introduction and refinement are important. Discusses skills involved in primary instruction in the alphabet, the dictionary, books, encyclopedias, and libraries.

Maib, Frances. "Individualizing Reading." XXIX (Feb. 1952), 84-89.
Discusses the advantages of an individualized reading program over grouping.

Mason, George E., and Prater, Norma Jean. "Early Reading and Reading Instruction." XLIII (May 1966), 483-488, 527.
Summarizes the pros and cons of reading instruction for very young children. Maintains that early training in reading is both possible and profitable and that family environmental stimulation is a great help to the child. Different studies have supplied the following conclusions: (1) younger children make less progress than older ones with similar levels of intelligence when exposed to the same program; (2) reading readiness may be early reading progress; (3) control of attention is often difficult in young children and may produce emotional reactions; (4) improvement of instruction towards the students' ability to learn is necessary to teach reading to preschoolers.

Mayne, Lucille. "An Individual Study of the Reading Acceleration of Two Kindergarten Children." XL (Apr. 1963), 406-408, 442.
Reports a case study of two gifted children who went directly from kindergarten to grade 2 after identification as early readers with high IQ's and an enriched kindergarten program.

Micucci, Pat. "Let's Not Teach Reading in Kindergarten!" XLI (Mar. 1964), 246-250.
Advocates an informal experience-activity type program as opposed to the formal reading readiness program at the kindergarten level. Cites 3 instances of research which support an experience-activity program. Suggests activities to accomplish it.

Millman, Charlotte L. "An Individualized Reading Program." XXXV (Oct. 1958), 386-388.
Explains step by step a procedure used to organize an individualized program.

Moskowitz, Sue. "Should We Teach Reading in the Kindergarten?" XLII (Nov. 1965), 798-804.
Presents the pros and cons of teaching reading in the kindergarten.

Newman, Robert E. "The Kindergarten Reading Controversy." XLIII (Mar. 1966), 235-239.
Discusses the kindergarten reading controversy; suggests the use of assistants for the kindergarten teacher to provide instruction in reading and writing for those children who show a readiness for them.

Newton, Eunice Shaed. "The Basal Primer May Be Deceptively Easy." XL (Mar. 1963), 273-274, 334.
Offers a warning to those who want to change the basal primers. To the child, the repetition and gibberish is not gibberish at all—adults cannot think as children do. Children need to be introduced to the English language gradually.

Nilsen, Don. "Is i/t/a Phonemic?" XLIII (Apr. 1966), 381-382.
Gives examples showing that i/t/a is not strictly phonemic. The i/t/a is, from the very beginning, a compromise. It is planned so that the child who has mastered the principles of reading can make a quick and easy transfer to traditional orthography. Even to this author, who is critical of the i/t/a phonemization, this seems to be an end which justifies the means.

Ohanian, Vera. "Control Populations in i/t/a Experiments." XLIII (Apr. 1966), 373-380.
Maintains that an analysis of the i/t/a materials prepared by Mazurkiewicz and Tanyzer reveals factors other than orthography, any one of which alone or in combination can contribute to the success of i/t/a.

Pease, Marion Ochsner. "Bases for a Reading Program." XVII (May 1940), 179-182.
States the basic principles of a reading program: (1) individual differences, (2)

growth and development, (3) taking a pupil where he is and helping him grow.

Pennell, Mary E. "Method in Reading." III (Apr. 1926), 131-133.
Suggests: (1) purpose in reading—for the child, (2) mastery of mechanics in reading, (3) evaluation of results of reading, (4) child's appreciation of beauty of words and phrases.

Petty, Walter T. "Critical Reading in the Primary Grades." XXXIII (May 1956), 298-302.
Stresses the developmental process of critical reading and thinking and the dependency of one on the other. Emphasizes starting this process with the beginning reading experiences.

Picozzi, Adelaide. "An Approach to Individualized Reading." XXXV (May 1958), 302-304.
Demonstrates the use of individualized reading instruction.

Ploghoft, Milton H. "Do Reading Readiness Workbooks Promote Readiness?" XXXVI (Oct. 1959), 424-426.
Discusses a study done on the use and nonuse of readiness workbooks in kindergarten and the effect on the child.

Prince, Dorothy. "Step-by-Step We Grow in Reading." XL (Apr. 1963), 436-439.
Discusses essential elements for a sound reading program in a school system.

Pulliam, R. A. "Group Instruction in Reading: A Suggestive Program." XXII (May 1945), 186-188.
Discusses two possible ways of organizing instruction in remedial reading in the junior high: grouping students according to weaknesses and strengths and/or having English time separated so as to leave some time for reading.

Richardine, Sister. "A Reading Activity in Grade One." XV (Apr. 1938), 129-132, 160.
Discusses a daily log kept in a 1st grade class for one year, and gives the advantages and implications for reading readiness and vocabulary growth.

Richardine, Sister, and Wilson, Frank T. "A Reading Activity in Grade One." XV (May 1938), 170-178.
Analyzes the vocabulary of the daily log kept by Sister Richardine's class (April 1938 issue) and compares it to Gates's and Thorndike's lists.

Richards, I. A., and Gibson, Christine. "A New Proposal Concerning Beginning Reading." XXVI (Dec. 1949), 461-464, 467.
Discusses a new plan for teaching beginning reading which will balance mechanics with meaningful content.

Robison, Eleanor G. "Let's Be Specific about Reading." XXVI (Mar. 1949), 117-121.
Suggests questions a teacher could use to evaluate a reading program.

Roosen, Bessie J. F., and Others. "More Experiences in Teaching Reading: A Symposium." XXI (Feb. 1944), 41-46, 65.
Six teachers describe ways of individualizing instruction in reading.

Rothrock, Dayton G. "Heterogeneous, Homogeneous, or Individualized Approach to Reading." XXXVIII (Apr. 1961), 233-235.
Discusses a controlled experiment of 4 classes of 5th grade students in each of 3 organizational approaches – heterogeneous, homogeneous, and individualized.

Russell, David H. "Teachers' Views on Phonics." XXXII (Oct. 1955), 371-375.
Reports a study concerning phonics skills teaching, refuting statements that phonics is not being taught and that this is the best method of teaching reading.

Russell, David H., and Wulfing, Gretchen. "Supplementary Materials in the First Grade Reading Program." XXVIII (Oct. 1951), 347-349, 371.
Reviews a preliminary study of the appropriate time to introduce supplementary reading materials (to be used in association with a basal reading series) to 1st grade children: (1) after they finish the preprimers, (2) after they finish the primer, and (3) after they finish half the first reader. The teachers involved in the study concluded that the timing of introduction of supplementary reading materials will vary and depends on the learning ability of the children concerned.

Rystrom, Richard. "Whole Word and Phonics Methods and Current Linguistic Findings." XLII (Mar. 1965), 265-268.

Presents criticisms of two methods of teaching reading and offers suggestions for correction of faults.

Sabaroff, Rose E. "Challenges in Reading for the Gifted." XLII (Apr. 1965), 393-400, 402.

Describes the attitudes toward learning and the kinds of learning activities preferred by gifted children. They prefer to discover principles rather than to be told; when they can see the value of drill, they will engage in it. A good reading program suited to their needs includes (1) basic reading skills (mechanics of word analysis, comprehension and critical reading, reference skills); (2) skill in reading for information in content fields; (3) recreational reading and being read to; (4) corrective work. The teacher must analyze the skills and teaching outcomes desired in order to use materials intelligently.

Sharpe, Maida Wood. "An Individualized Reading Program." XXXV (Dec. 1958), 507-512.

Describes an individualized reading program in Los Angeles in 1957-1958.

Sharpe, Maida Wood. "Individualized Reading: Follow-Up Activities." XXXVI (Jan. 1959), 21-25.

Suggests a variety of follow-up activities in reading other than "workbook type" for primary and upper grade pupils of widely varying ability. Includes a reference list.

Sheldon, William D., and Hatch, Shirley. "Strengths and Weaknesses in Reading of a Group of Sixth Grade Children." XXVIII (Feb. 1951), 86-93.

Reviews the strengths and weaknesses of 6th grade students in reading as reflected in a study of 64 6th graders. Cites reading rate as a major factor in reading difficulties and sees more weaknesses than strengths in reading abilities of these students.

Smith, E. Ehrlich. "Some High Spots in the Reading Program." IV (Feb. 1927), 42-44.

Sets up new standards for selecting books for reading instruction that include a variety of topics and interests.

Smith, Gretel D. "Is Your 5-Year-Old Ready for School?" XXXV (Dec. 1958), 532-534.

States brief basic criteria for parents' determining a child's readiness for formal instruction.

Smith, Nila Banton. "A New Method of Teaching Beginning Reading." II (Mar. 1925), 106-111.

Uses the picture story as a means of promoting reading. Includes an experiment from the Detroit schools. Indicates that children using story-picture material far surpassed control group.

Smith, Nila Banton. "Practical Exercises for Classroom Use." (1) I (Mar. 1924), 34-35; (2) I (Apr. 1924), 74-75.

Concerned with silent reading, the author presents suggestions under these headings: (1) Illustrating Compositions; (2) Making "Silent Readers"; (3) Matching Pictures and Stories; (4) Filling Blanks with Pictures; and (5) Solving "Yes" and "No" Problems.

The second part of this article, "Second and Third Grade Activity in Oral and Written Composition," was presented by Maud Bowles, who spoke of stimulation through the presentation of suggestions for initiating activities, assistance hints for the teacher, and finally items of self-criticism or self-help.

Smith, Nila Banton. "The Present Situation in Phonics." (1) IV (Nov. 1927), 278-281; (2) IV (Dec. 1927), 303-307.

Discusses the role of phonics in current reading programs. Discusses these aspects: (1) Shall we teach word analysis? (2) When shall we teach word analysis? (3) What content and processes shall we teach? Believes in the need and place for phonics.

Smith, Nila Banton. "Readiness for Reading." (1) XXVII (Jan. 1950), 31-39; (2) XXVII (Feb. 1950), 91-106.

Gives relationship of physical deficiencies to reading readiness in several kinds of difficulties.

Discusses findings of several studies done relating reading success and (1) intellectual readiness, (2) emotional stability, (3) social status of family, (4) individual social characteristics, (5) firsthand environmental experiences, (6) rich or meager background, (7) reading instruction before 1st grade.

Smith, Nila Banton. "Reading Readiness: Semantic Implications." XXVI (Dec. 1949), 451-460.

Makes suggestions for developing the awareness of the effect of context on meanings, and establishing the meanings of words during the reading readiness period.

Smith, Nila Banton. "Shall We Teach Phonics?" XX (Feb. 1943), 60-67.

Presents the history of and arguments for and against the teaching of phonics. The result of studies shows that phonics is effective when taught to children who need it but as an integral part of a well-balanced program in reading.

Smith, Nila Banton. "Silent Reading Exercises." II (May 1925), 180.

Discusses the use of pantomime as a reinforcement in the teaching of silent reading and the method employed in both primary and intermediate grades.

Smith, Nila Banton. "Something Old, Something New in Primary Reading." XXXVII (Oct. 1960), 368-374.

Discusses current innovations in concepts, methods, and materials in reading including evaluation concepts, individualized instruction, and mass media.

Smith, Nila Banton. "Teaching Silent Reading." II (Nov. 1925), 315.

Suggests two effective means by which silent reading can be taught: by letting the child give a title to a newspaper story and by letting him write stories regularly.

Spache, George. "A Phonics Manual for Primary and Remedial Teachers." (1) XVI (Apr. 1939), 147-150, 156; (2) XVI (May 1939), 191-198.

Part 1 considers arguments against the phonic method and presents results of experiments in teaching reading by the phonic and the intrinsic methods. Suggests using phonics as a supplement to other methods in remedial work.

Part 2 identifies content of phonics instruction, place of phonics in the curriculum (2nd grade being the most ideal time), and methodology to be used in teaching phonics.

Staiger, Ralph C. "Agreements about Phonics." XLI (Mar. 1964), 204-206, 229.

Discusses the Policy Conference on Reading in Sept. 1961, composed of people involved with reading in all parts of the country; the purpose was to prepare a statement about the components of good reading instruction, especially the role of phonics. Includes a summary of the findings.

Staiger, Ralph C. "How Are Basal Readers Used?" XXXV (Jan. 1958), 46-49.

Reports on a study made on the use of basal readers in the elementary school. Gives findings based on reports from 474 schools: (1) reasons for using or not using more than one basal text, (2) use of workbooks, (3) teachers' attitude toward guidebooks.

Stauffer, Russell G. "Individualized and Group Type Directed Reading Instruction." XXXVII (Oct. 1960), 375-382.

Describes group and individualized approaches to reading instruction emphasizing the importance of individual endeavor and group sharing, and shows how the two approaches may be combined by apportioning some time for reading a basal series as a group and some time for reading which is individualized through self-selection.

Stauffer, Russell G. "Individualizing Reading Instruction—A Backward Look." XXXVI (May 1959), 335-341.

Reviews the principles and practices of individualized reading (as outlined in two parts of *Twenty-fourth Yearbook* of the National Society for the Study of Education, 1923). Observes that present practices (25 years later) lag behind the recommendations of authorities of the 1920's, recommendations which deserve fulfillment.

Stauffer, Russell G. "The Role of Group Instruction in Reading." XLI (Mar. 1964), 230-234, 250.

Discusses the advantages of both group-directed and individualized activities. The role of the teacher in group instruction is to encourage and direct children in their thinking and reading; the goals in the group instruction situation include thinking, productive reading, and mental activity.

Stendler, Celia Burns. "The Ritual of Primary Reading." XXV (Mar. 1948), 153-160.

Lists some of the dangers in the reading program in the early elementary grades. Includes illustrations of individualized reading as a possible solution.

Stone, Clarence R. "Silent Reading in the First Grade." II (June 1925), 215-219.

Discusses the importance of silent reading. Lists the following: (1) available materials, (2) essential differences between silent and oral reading, (3) objectives in wide reading, (4) teaching methods, and (5) the problem of response. Includes a sample lesson of cutting and coloring from a reading textbook.

Stone, Clarence R. "Training in Silent Reading: Grades Two and Three." III (Apr. 1926), 128-130, 138.

Describes types of silent reading for grades 2 and 3. Suggests training lessons for comprehension. Enumerates 7 types of responses to silent reading activities.

Stone, David R., and Bartschi, Vilda. "A Basic Word List from Basal Readers." XL (Apr. 1963), 420-427.

Reviews recent literature on word lists for spelling and reading.

Strang, Ruth. "Reading Development of Gifted Children." XXXI (Jan. 1954), 35-40.

Briefly covers the reading progress of gifted children, touching the following points: (1) initial contact, (2) methods, (3) material, (4) time involved, (5) reaction, (6) acquisition of reading matter, (7) habits, (8) suggestions for teachers.

Strang, Ruth. "A Synthetic Approach to the Teaching of Reading." XXXIX (Oct. 1962), 558-561.

Deals with the controversy between the phonics method and the "look-and-say" method. Approves an approach to reading that combines both. Discusses advantages of a basic sight vocabulary based on the child's needs.

Stuart, Allaire. "Individualized Reading." XXXIX (Mar. 1962), 256-259.

Reports that an individualized reading program for a 6th grade class proved successful when no basal reader was used, books from the public library were made available, and special books for children with severe reading problems were chosen. The use of summaries, individual discussions, panel discussions, and book teasers helped the teacher keep account of the progress of the students.

Uhl, Willis L. "The Unification of Reading in the Intermediate Grades." XV (Apr. 1938), 117-119, 128.

Discusses the merits of a unified reading program in the intermediate grades; diversification of materials does not follow the child's natural development.

Ungaro, Daniel. "Split-Vu Reading." XXXIX (Mar. 1962), 237-238, 252.

Reports that teaching reading by the Split-Vu method was tested in the Saratoga schools for one year. Small classes with 10 or 12 pupils were used in order to have (1) a closeness with the teacher, (2) a closeness to experience to insure meaning, (3) a closeness to reality. Filmstrip stories were used. After this method was used, tests showed that all the children except one were reading above normal, and students displayed feelings of security.

Ungaro, Daniel. "The Split-Vu Reading Program: A Follow-Up." XLII (Mar. 1965), 254-257, 260.

Summarizes an experimental reading project in the Saratoga schools which includes objectives, procedure, and results.

Veatch, Jeannette. "In Defense of Individualized Reading." XXXVII (Apr. 1960), 227-234.

Contends in this critique of an article ("Individualized Reading: A Survey and Evaluation") by P. Witty in the Oct. 1959 issue that what he considers to be individualized reading is not that at all. Feels that individualized reading is that in which the pupil chooses his own book and materials, with help, and the instructor teaches him.

Veatch, Jeannette. "Linguistic Instruction in the Teaching of Reading: Kill or Cure?" XXXIX (Mar. 1962), 231-233, 243.

Replies to an article by John Dawkins in the Oct. 1961 issue. Feels that children will learn to read by means of their own words. Three linguistic principles may be used with reading: (1) spoken language is prior to all written language; (2) sentences make words rather than words make sentences; (3) the alphabetic principle takes advantage of the regularity and dependability of letter sounds in words.

Veatch, Jeannette. "Structure in the Reading Program." XLIV (Mar. 1967), 252-256.

Presents the idea that the reading program must enable children to adapt reading to their own ability and purposes. Programs which do this must have certain elements: (1) self-choice of the majority of instructional materials; (2) the central role of children's normal speech patterns; (3) the central role of a variety of genuinely literary materials; (4) the meeting of individual differences, purposes, and interests through individual conferences; (5) efficient classroom management through groups organized upon independent tasks.

Vite, Irene W. "Grouping Practices in Individualized Reading." XXXVIII (Feb. 1961), 91-98.

Advocates grouping in accord with the unique growth pattern of every child in the classroom and in ways that result in better mental health and learning for children by providing a more relaxed classroom atmosphere, by removing or reducing unnecessary pressures, and by fostering unfettered learning progress.

Warford, Phyllis. "Individualized Reading in First Grade." XXXVII (Jan. 1960), 36-37.

Reports on an individualized approach to reading in the 1st grade in which students, after being given a foundation in basic word-attack skills, were allowed to pursue an individualized program of reading with teacher guidance and encouragement.

Warnick, Martin J. "The Correlated Reading Spelling Context Method." XXXI (Apr. 1954), 204-206.

Presents methods to develop mastery of words for the poor reader and good experience for the accelerated reader while helping the slower reader with problems. Advocates making sure the student can read the words with meaning and understanding in context. Lists group activities for poor readers as well as for accelerated classes.

Whipple, Gertrude. "Book Kits for Basic Reading." XXI (Oct. 1944), 215-217, 223.

Suggests a plan for circulating and distributing supplementary reading materials as tried in Detroit.

Wiecking, Anna M. "Experimenting with a Flexible Reading Program." XIV (Apr. 1937), 129-132.

Describes an experiment attempting to improve a child's reading by placing him in a group at his own level of reading, working with his type of difficulty.

Williams, Gertrude. "Provisions for Critical Reading in Basic Readers." XXXVI (May 1959), 323-331.

Discusses the importance of obtaining and stimulating critical reading skills and deplores the fact that few basic readers include them.

Wilson, C. Richard, and Harrison, R. "Skill Growth with Individualized Reading." XL (Apr. 1963), 433-435.

Reports a study that revealed no significant differences in selected reading skills between students following an individualized reading program and those using basal readers.

Wilson, Mary C. "The Teacher's Problems in a Differentiated Reading Program." XXIV (Feb. 1947), 77-85, 118.

Author was given a 3rd grade class, divided into 3 groups by readiness and IQ tests, in which to teach differentiated reading, a task not already being utilized by the rest of the school. All but one of the 28 readers accomplished one year's growth that year, even though class conditions were poor.

Wilt, Miriam E. "Another Way to Meet Individual Differences." XXXV (Jan. 1958), 26-28.

Points out that an individualized reading program is not a laissez faire, unguided, free-rolling affair, but rather is carefully planned and executed and thoughtfully evaluated to help each child reach his potential. Includes a bibliography.

Witty, Paul. "Individualized Reading—A Summary and Evaluation." XXXVI (Oct. 1959), 401-412, 450.

Presents complete data about individualized reading.

Witty, Paul A. “Individualized Reading: A Postscript.” XLI (Mar. 1964), 211-217.

Points to the contradictory claims over the success of individualized reading. Feels that the best approach to efficient instruction is one that employs a combination of procedures. Advocates a program designated as developmental.

Witty, Paul A., and Sizemore, Robert A. “Phonics in the Reading Program: A Review and an Evaluation.” XXXII (Oct. 1955), 355-371.

Discusses the role of phonics in the reading program, citing 7 recommendations for effectiveness.

Wolfe, Josephine B. “How Effective Are Your Reading Lessons?” XL (Mar. 1963), 275-276.

Lists 15 questions for the reading teacher to ask himself after each reading lesson to test how effective he has been. They furnish a guide to a good lesson.

Wright, Effie B. “Getting Ready for Reading: No One Mold.” XXVII (Oct. 1950), 368-374.

Discusses reading readiness and the factors influencing it.

Young, William E. “The Language Approach to Reading.” VII (May 1930), 113-115, 134.

Cites 6 possible causes for regressive eye movement in reading.

Dramatics—16

Anderson, Elizabeth. “Verse Choir Plus Recording Machine Equals Speech Improvement.” XVI (Dec. 1939), 294-296.

Suggests using a recording machine while working on choral reading to improve children’s speech.

Bache, Louise Franklin. “The General’s Birthday Present.” II (Jan. 1925), 15-20.

Consists of a short play about a present for George Washington.

Barker, Fred G. “Character Studies from Shakespeare.” II (Apr. 1925), 128-130.

Suggests that children should be allowed to play some of Shakespeare’s roles and scenes. Stresses feelings, thoughts, and environment.

Beal, Dallas K. “Sixth Graders Write a Play.” XXX (Mar. 1953), 154-159.

Describes the major activities a 6th grade class carried out in writing a play based on prehistoric times.

Bertram, Jean DeSales. “Creative Dramatics in the School.” XXXV (Dec. 1958), 515-518.

Consists of reports to a survey seeking the extent to which creative dramatics was used in elementary classrooms in Florida and Wisconsin. Describes creative experiences at 1st grade level.

Boyd, Gertrude A., and Youssi, Myrtle R. “Role-Playing Reveals Language Levels.” XXXIV (Oct. 1957), 388-393.

Reports on a problem set up with grades K-6 acting it out through conversation. Elaborates on each grade’s role playing; indicates social adjustment from one level to another.

Brack, Kenneth H. “Creative Dramatics: Why? How? When?” XXXVI (Dec. 1959), 565-567.

Sees the teacher as the initiator of creative drama in the classroom at all levels. Considers this type of activity well worth the time involved, for it gives every child the chance to create spontaneously as he performs. Attempts to dispell the many fears that teachers may have for such a seemingly unstructured activity.

Brazier, Delma Lee, and Famiano, Viola. “Johnny Goes on Trial: An Operetta for Book Week.” XVI (Oct. 1939), 216-220.

Presents an adaptation of *Trial by Jury*, an operetta by Gilbert and Sullivan, set to the music of the Oliver Ditson edition of the original operetta. This adaptation lends itself to further change.

Broening, Mary L. “‘The Awakening of Spring’: An Arbor Day Play.” II (Apr. 1925), 131-134.

Presents a play prepared from poems, songs, and dances arranged by children who had taken trips to acquire a mood.

Burke, Lillie A. “A Project in the Writing and Production of a Play." II (Sept. 1925), 253-254.

Describes an 8th grade project in creative dramatics based on the early history of Chicago as part of a study of the westward movement in America.

Busbee, Vivian. "Dramatic Interpretation in the Elementary School." XXXIV (Oct. 1957), 394-396, 424.

Gives the importance of dramatic interpretation and values of using it in the classroom. This experience is usually neglected because of lack of time and failure of the teacher to see the value resulting from such situations.

Carey, Evelyn A. "The Grammatical Error Pirates: Playlet for the Seventh or Eighth Grade." IV (Sept. 1927), 201-203.

Presents a play for the 7th or 8th grade written to portray dangling participle, double negative, split infinitive, and John Slang as the pirates who foundered on the Reefs of Errors and never reached the port of success.

Cavallaro, Ann A. "Choral Speaking in the Junior High School." XXVIII (Oct. 1951), 344-346.

Describes choral speaking as an enjoyable activity affording emotional release and enhancing appreciation of literature for junior high school students. Suggests a program suitable for them.

Children of the Phelps School. "Stories from the Life of Washington." V (Feb. 1928), 46-51.

Describes a marionette play developed and given by a 7th grade class to portray events and facets of George Washington's life. The play was written, the puppets made of papier-mâché, and the scenery designed and constructed by the children.

Clark, Gertrude M. "Creative Expression through Puppetry." XXVII (Feb. 1950), 88-90.

Describes the use of puppets to achieve these objectives: (1) development of imagination; (2) extension of reading, writing, and speaking skills; (3) writing character parts; and (4) reading books to develop character parts.

Clem, Orlie M. "Some Characters of Charles Dickens in Terms of Modern Psychology." XIII (Oct. 1936), 215-219, 224.

Gives a review of Dickens' best characters and ways they are used to illustrate concepts of modern psychology. Praises Dickens for his ability to portray characters.

Cober, Mary E. "Assembly Programs Can Be Fun!" XXXII (Feb. 1955), 90.

Presents a method for preparing assembly programs by children.

Collier, Josephine. "Pageant of America." XI (Feb. 1934), 36-40, 49.

Describes a historical pageant created and produced by students, faculty, and others in Beverly Hills, Calif., including dance, elocution, pantomime, music, and staging. Aim was to combine an inquiring attitude and historical accuracy.

Craytor, Hallie Loomis. "Marionetting from the Classroom to Albania." IX (Dec. 1932), 258-259.

Describes a marionette project, developed by a public library and a primary school, in which "Snow White" was adapted to an Albanian setting to promote international feeling in students.

Crosby, Muriel. "Creative Dramatics as a Developmental Process." XXXIII (Jan. 1956), 13-18.

Urges use of creative dramatics as a means of allowing the students to express themselves freely and creatively; attempts to clarify this often misunderstood approach.

Crumrine, Jeannette. "Historical Drama and the Intermediate Child." XIV (Feb. 1937), 66-67.

Explains how drama can be used as a culminating activity for many content areas, and states how the drama may be approached by the children.

Dann, Janet Anne. "Speaking Thoughts Together." XXIV (May 1947), 289-292.

Believes the material for choral speaking should be either literature which stimulates thought and emotion or an original creation, by the group or the teacher, which is related to the shared experience of the group.

Davidson, Letha M., and Laird, Troy Davis. "Peter Pan's Parade." V (Oct. 1928), 231-232, 240.

Describes a Book Week pageant which stimulated children's interest in books.

Deegan, Mary M. " 'The Legion of Citizenship': A Play for Class Presentation." XVII (Nov. 1940), 274-275.

Provides a play for intermediate grades to teach citizenship to a class or student body.

DeGoza, Dorothy. "Switzerland and America in Pageantry." X (Feb. 1933), 45-46, 48.

Describes a Swiss folk pageant which spurred the author's suggestion for similar pageants in America; also notes Aeola Hyatt's *Index to Children's Plays* as a possible aid to production of such pageants.

DeMay, Amy. "Dramatizing the Story." XX (Jan. 1943), 29-30, 40.

Describes a typical group of children who plan a play, furnish scenery, and write the dialogue. Their interest was inspired by books in the library dealing with the subject matter of the play.

DeMay, Amy J. "A Fifth Grade Dramatization of the Pied Piper." XIII (Oct. 1936), 220-222.

Suggests that certain activities must spring from children rather than the teacher. The stage must be set by the teacher, so the reactions of the class will bring about the desired outcome. The teacher needs skill in child psychology and experience with children.

DeMay, Amy J. "We Made Our Own Plays." XXI (Apr. 1944), 151-152, 158.

Describes the acting out of plays by children for fun and entertainment.

Denecke, Lena. "My Country Is the World—A Fifth Grade Project." XXIV (Nov. 1947), 435-453.

Expresses concern with prejudices and what can be done for and by students in overcoming prejudices through intergroup education. A 5th grade produced a play.

Dobbs, Ella Victoria. "Literature through Dramatic and Graphic Art." V (Feb. 1928), 52-53.

Postulates that not all children develop a good taste for literature. To make literature more palatable, a teacher can coordinate dramatization, making costumes and scenery, and writing dialogue.

Edmonds, Edith. "Dramatic Play from Books." XXX (Mar. 1953), 159-162.

Categorizes 53 books from which stories can be chosen for dramatization.

Emerson, Cora P. "A Fifth Grade's Adventure in Dramatics." XI (Nov. 1934), 248-249.

Contends that speech may be a gesture, a picture, or a movement of the hand, and all forms of dramatic activity are, therefore, language expression. Points out language skills that are encouraged and developed through creative dramatics.

Evans, Clara. "Dramatic Play." XXVI (Apr. 1949), 201.

Tells of the importance of dramatic play in the early grades.

Fagerlie, Anna M. "Finger Plays." XXXIV (Dec. 1957), 557-558.

Briefly analyzes finger plays as a way of stimulating creativity.

Ferry, Elizabeth Dudley. "Our Own Plays—An Experience in Creative Writing." XXVIII (Mar. 1951), 133-135.

Describes how presentation of an original play by a 3rd grade class involves various language skills such as speech, writing, punctuation, and the use of the dictionary.

Foster, Florence E., and Pupil Committee. "A Joke on the Imps." XIV (Oct. 1937), 213-214.

A skit to promote proper care of books.

Garner, Naomi. "A Puppet Play—Modern Version." XXX (Apr. 1953), 228-231.

Presents a puppet play which is a modernized version of "The Three Little Pigs." It involves the dialogue and experiences of a sly old fox and three little pigs—the tallest, the littlest, the fattest.

Goodrich, Bessie Bacon. "Puppet Players in Des Moines." III (May 1926), 161-170.

Describes use of puppets and puppetry in an elementary school program. Children conceived ways of dramatizing via puppets. Includes instructions.

Graubard, Paul S. "Pantomime: Another Language." XXXVII (May 1960), 302-306.
Describes pantomime as nonverbal expression which enhances verbal expression by developing student awareness of word meaning and emphasizing the importance of accuracy of word meaning in communication. Suggests pantomime games. Pantomime can serve to help the retiring child become more outgoing and the awkward child more poised; it may lead children to an interest in dramatics.

Gray, Lillian. "A Plan for a Speaking Choir." X (Jan. 1933), 19-20, 24.
Describes the author's procedure for getting elementary students to enjoy choral reading of poetry.

Grimes, Frances. "A Dr. Dolittle Circus." XXI (Apr. 1947), 240-243, 249.
A playlet in which elementary school children can portray circus actor characters.

Hardman, Maud R. "Costumes for 'A Mid-Summer Night's Dream'." II (Apr. 1925), 121-127.
Develops child's appreciation of theatrical costumes and settings. Gives careful descriptions for making costumes. Also lists materials and properties needed to produce a play.

Hayes, Kathleen C., and Stolinski, Blanche T. "Ariel or The Story of the Shepherd." IX (Dec. 1932), 265-268.
An original Christmas play by Hayes and Stolinski, set among shepherds.

Horowitz, Tillie. "The Play-Acting Period." XXVI (Jan. 1949), 32-34.
Feels that the best way for a child to develop a better balanced personality is to have a play acting period in the elementary school.

Jennings, Alice. "Incidental Dramatics." II (Nov. 1925), 330-331.
Believes that spontaneous dramatization of stories and plays is more meaningful to children than memorization.

Johnston, Fannie B. "Choral Reading in the Elementary School." XVI (Dec. 1939), 297-302.
Discusses the benefits of choral reading in improving speech and oral reading and providing children with social and aesthetic experience.

Jordan, Ethel Blair. "May Day Plays and Ways." II (Apr. 1925), 141-142.
Gives sources of material on May Day programs.

Joseph, Helen Haiman. "The Puppet Play as a Project." VI (Sept. 1929), 174-175, 190.
Suggests how to use puppet plays and at what grade level they can be utilized best.

Kamerman, Sylvia E. "Drama as a Teaching Tool." XVIII (Dec. 1941), 295-299.
Stresses the fact that children should participate actively in the classroom, and offers drama as a logical means of stimulating such participation. Lists plays of many types and descriptions which are indexes to serve as tools.

Keener, Beverly M. "Introducing Children to the World of Theater." XLIII (Dec. 1966), 892-893.
Describes a project in New Haven which gives experiences in children's theater to children of low income families.

Kimball, Cecile Mae. "Mother Goose's Christmas." V (Dec. 1928), 296.
Describes how young children acted out various Mother Goose rhymes.

Kolbe, Nadine A. " 'Witches' Can Be Fun." XXXIV (Oct. 1957), 373-374.
Describes how a teacher helped her children dispose of the fear of witches by first reading them a witch story and then letting them act it out.

Lawrence, Eugenia. "The Making of Toy Actors." II (Nov. 1925), 316.
Explains the joy which may be involved in making toy actors, but does not include instructions for making puppets.

Lettvin, Lorelei Joy. "Stories to Dramatize." XXXIX (Dec. 1962), 766-769.
Reports a collection of material suitable for use in elementary classroom creative dramatics.

Lewis, George L., and Burkart, Ann Kammerling. "Creative Dramatics: A Selective Bibliography." XXXIX (Feb. 1962), 91-100.

Gives a sample of the professional literature available about creative dramatics. Lists 34 books, 110 articles, and 19 unpublished research papers.

Lloyd, Bruce A. "Make Your Own Play." XXXVI (Mar. 1959), 176-177.

Describes an original play the author's class produced. The children, in working on the entire production themselves, found fun in it, learned to work together, and learned much about reading, arithmetic, writing, social studies, art, music, and science.

Lorberg, Aileen D. "What, No Stage for Poetry?" XIII (Feb. 1936), 41-43, 72.

Presents a view on the potential of poetic theater with the production of "Dark Beauty" as an example. Gives detailed descriptions of the production and the reaction of the audience. States limitations to certain types of poetry for this use.

McDonough, Frances D. "A List of Books for Puppeteers." IX (Dec. 1932), 260.

Annotates 7 books on puppetry.

Macklem, Edna B. "Clothing Town." V (Nov. 1928), 272-275.

Describes how a class wrote an original play on the subject of the dependence of the world on clothing; the preparation included 5 steps.

McMillan, Verdie. "The Circus." XVI (Nov. 1939), 260-264.

Describes the way a 2nd grade class produced a playlet featuring circus animals after working on a circus unit evolving from the children's summer experiences.

Maier, Lucille S. "Bodily Activity and Creative Dramatics." XIX (Feb. 1942), 70-71.

Points out the necessity for physical activity and creative self-expression in everyday classroom situations. Suggests that not just the mind but the whole child must be involved in the learning situation.

Marsh, Miriam N. "Christmas Plays for Children." XI (Nov. 1934), 234-236, 250.

Lists nativity plays, miracle plays, and fanciful plays which are available for the Christmas season. Gives a brief summary of the story of the play, the number of scenes in the play, the author, and the royalty needed to produce the play.

Martin, Helen. "A Pageant of Books for Children's Book Week." IV (Oct. 1927), 236-238.

Describes a pageant presented in East Cleveland during Children's Book Week as a joint presentation of school and library. Forty-five books represented by book covers varying in size according to appeals to different age groups were paraded in pageant style in an effort to show how good books and reading are community ideals.

Mason, Marcella. "Let's Say It Together." XX (May 1943), 200-202.

Prescribes a choral reading program for the elementary school. Gives some attention to methods of selecting material.

Meader, Emma Grant. "A New Attitude toward Speech." VII (Dec. 1930), 251-254.

Criticizes American speech. Suggests that every child has two English languages—one, his native speech and the other, his "received" speech, the latter one received in school. Lists characteristics of good speech.

Menzel, Flora. "Puppets and Puppet Shows." II (Nov. 1925), 320-326.

Maintains that getting and maintaining the interest of the child are first steps toward learning: by letting the child choose and dramatize, with puppets, known situations that are interesting to him.

Miller, Edith F. "Dramatization and the Language Arts Program." XXIX (Jan. 1952), 14-18.

Enumerates the following advantages of class dramatization of textbook and library book passages and poetry: (1) improvement in oral and written language, (2) improvement in oral and silent reading, (3) vocabulary enrichment, (4) development of an interest in good literature, (5) improvement of diction, and (6) skill in using quotation marks. Dramatization may serve to generate interest in choral speaking and creative writing.

Miller, Irvin Bennett. "Creative Drama in Britain." XXXVI (Jan. 1959), 25-27.

Describes the British system of education, where the children are taught in stages of development as shown by their progress rather than the progress of the textbook, via creative drama involving writing, taping, grammar usage, and critical evaluations.

Miller, Marion Louise. "The Sherrard Verse-Speaking Choir." X (Nov. 1933), 226-228.
Describes the development of a speaking choir and relates the benefits an individual derives from his participation in it.

Millicent, Sister M. "Creative Dramatics in the Classroom." XL (Apr. 1963), 382-385, 389.
Promotes creative dramatics as an important activity for the development of the elementary school child.

Milwaukee Journal. "Puppet Shows in the Elm Street School." II (Nov. 1925), 319.
Relates the experience of a reporter who visited a 6th grade class busily involved in preparing puppet shows. Includes a sample letter of those sent to the reporter by the children thanking him for the article.

Mortensen, Louise Hovde. "Creative Drama Combined with Formal Drama." XXX (Dec. 1953), 513-514.
Suggests that American history offers many opportunities for creative drama. Members of the class read from different plays, giving the characterization and background. In small groups they work out their own properties, props, costumes, and entrances without memorization.

Mortensen, Louise Hovde. "Creative Drama Place Exercises." XXXI (Mar. 1954), 163.
Tells of Portia Boynton's Creative Workshop at Drake University. She used five senses as a basis for acting: What do I see? What do I hear? What do I taste? What do I touch? What do I smell?

Mortensen, Louise Hovde. "Make-Up Technique from Hollywood." XXXI (Nov. 1954), 409-411.
Lists names of booklets dealing with the art of applying make-up for school plays and briefly describes the contents.

Mortensen, Louise Hovde. "The Good Voice, the Bad Voice, and the Actor." XXXI (Feb. 1954), 98.
Describes Portia Boynton's appeal to junior high students with a technic for unrehearsed dialogue demonstrated in a Creative Drama Workshop at Drake University. It encouraged creative as well as independent thinking.

Mowry, Susan W. "Dramatization in the Primary Grades." II (Feb. 1925), 50-53.
Believes stories in play form make a strong appeal to children. Gives suggestions and summaries of plays suitable for intermediate level.

Nau, Elizabeth Schieferstein. "Making Marionettes for the Classroom." XXIX (Jan. 1952), 19-25.
Shows how to make puppets and string marionettes and offers the following suggestions for writing or selecting a play to dramatize: (1) do not have too many or too short scenes; (2) do not use too many characters; (3) have only a few characters on stage at a time; and (4) do not have too much scenery.

Neff, Virginia K. "Children of Other Lands –A Sixth Grade Project." XXIV (Nov. 1947), 454-468.
Describes the production of a 6th grade play which incorporated prior use of research material, audiovisual aids, outside reading, and learning skills.

Nolan, Paul T. "Children Can Read Plays, Too." XXXIX (Nov. 1962), 699-701.
Discusses the value for children in reading plays: they heighten the children's awareness of the bases for evaluation.

O'Brien, Blanche H. "English at Work in a Sixth Grade." XXIII (Jan. 1946), 21-23.
Discusses a project experience in which a 6th grade class, applying English and art skills, organized and produced a play with marionettes.

Partridge, Deborah Cannon. "Verse-Speaking as a Creative Art." XXV (Nov. 1948), 442-445.
Enumerates benefits of speech choir participation.

Pearson, Frances. "The Play's the Thing

for Speech Training." XVI (Dec. 1939), 291-293, 296.

Suggests using plays correlating literature, speech, science, and art in order to improve children's speech. Credits a shadow play as helpful in freeing shy children from their inhibitions.

Pidge, Florence E. "Choral Reading by Verse-Speaking Choirs." XIII (Feb. 1936), 44-45.

Introduces a novel facet of choral reading in poetry appreciation. Provides background and guidelines to encourage experimentation with the possibilities of such an activity.

Pierson, Howard. "Pupils, Teachers, and Creative Dramatics." XXXII (Feb. 1955), 82-89.

Describes the presentation of creative dramatics as a reading methodology.

Price, William W., and Poley, Irvin C. "Book-Magic: A Pageant for Book Week." IX (Oct. 1932), 200-201, 222.

Reviews pageants written by children depicting scenes from some of the classics of children's literature.

Rasmussen, Carrie. "Choral Speaking with Children." X (Nov. 1933), 223-225.

Explains that the chief purpose of a chorus is to help a group of children interpret poetry together. Maintains the finest thing choral speaking does is to bring poetry back to the group, where it began.

Rotzel, Grace. "Dramatics at Fairhope: A Bit Out of One Teacher's Notebook." V (June 1928), 174-176.

Discusses the old standard of education versus the new standard, which utilizes dramatization.

Ryan, Calvin T. "Radio Dramatizations in the Middle Grades." XV (Nov. 1938), 257-258, 264.

Discusses teaching appreciation of radio programs through student production of radio plays.

Sawyer, Richard P. "Our Puppets Learn to Talk." XXXIV (Jan. 1957), 33-34.

Maintains that TV has made the puppet stage a more familiar medium to both teachers and pupils and shows how useful a tool it may be in developing self-expression among young children.

Scheer, Bernice C. "The J's Adventure—A Marionette Play in Three Acts." IX (Dec. 1932), 269-271.

An original play for marionettes by Scheer, with emphasis on childhood fantasy and a Dr. Dolittle theme.

Schwartz, Sheila. "New Methods in Creative Dramatics." XXXVI (Nov. 1959), 484-487.

Tells of a program in creative arts, and gives the philosophy of the program director, at the Children's Center for Creative Arts at Adelphi College.

Scott, Louis Binder. "What Values, Puppetry?" XXX (Apr. 1953), 210-213.

Explains a method of puppetry as a medium for bringing about speech improvement and correction.

Shaftel, George and Fannie. "Language Plays a Role." XXVII (May 1950), 297-305.

Gives examples of how sociodrama may be used successfully in the classroom.

Shepard, Loraine Vista. "There's Music in Their Speech." XVI (Dec. 1939), 307-311, 319.

Suggests ways of using choral reading to develop in children an appreciation of poetry.

Smalley, Lois B. "The Builders of the Towers." V (Oct. 1928), 233-234.

Describes how the author, a librarian, created children's reading interest by use of a pageant.

Smith, Elva S. "Christmas through the Ages." V (Dec. 1928), 291-295.

Relates how Christmas through the ages has been celebrated in schools by the use of songs and plays. Identifies works of literature which can be used to enhance children's appreciation of the Christmas spirit.

Smith, Irene. "Puppetry in the Classroom." X (Nov. 1933), 219-222.

Argues that marionettes have unlimited possibilities in instruction.

Smith, John F. "Beauty and the Beast: A

Dramatization." III (Feb. 1926), 60-63.

Dramatization of "Beauty and the Beast."

Smith, Laura Rountree. "A Puppet Play for Holly Wreath Day." II (Nov. 1925), 317-318.

A short puppet play for lower elementary children conveying the idea that the best Christmas gift is a happy heart.

Styles, George. "Stage Craft for the Elementary School Teacher." (1) I (Mar. 1924), 8-13; (2) I (Apr. 1924), 60-63; (3) I (June 1924), 130-133; (4) I (Sept. 1924), 184-188.

The articles were written to assist the teacher assigned the task of school play production with inadequate facilities.

Sweet, Faye. "Some Practical Suggestions for Dramatics in Rural Schools." V (June 1928), 177-178.

Suggests technics for dramatic productions in rural schools.

Tedesco, Phyllis Reynolds. "Ten Don'ts in Producing a Play." XXXVI (Mar. 1959), 174-175.

Recounts 10 pitfalls for the unwary teacher: (1) Don't assign four-legged roles; (2) Don't allow mother to get into the act; (3) Don't permit scenes of violence when the curtain is up; (4) Don't use love scenes; (5) Don't require costume changes; (6) Don't leave players hidden on stage; (7) Don't leave make-up to children's imagination; (8) Don't seat your audience too close to the stage; (9) Don't let backstage players remain idle; and (10) Don't permit more than one curtain call. To produce a comedy, however, violate all 10 rules in one performance.

Thune, Berne Caroline. "A Choral Reading Selection." XXV (Mar. 1948), 177-179, 186.

Contains a selection written for use in choral reading. The contents of the reading were suggested by class experiences in a social studies unit.

Trentelman, Alvina. "Puppets." IX (Dec. 1932), 251-255.

Briefly outlines the history of puppetry.

Tuscano, Esther Sara. "Children's Book Week in Port Jervis." V (Oct. 1928), 235-236.

Relates an experience in holding a pageant during Book Week.

Walker, Morillae. "The Drama Yesterday and Today." IV (Jan. 1927), 15-18.

Part One, "The Place of Drama Through the Ages," traces drama from prehistoric man to the present day, including the time of ancient Greeks and the 16th century. Part Two discusses the place of drama in present-day education from kindergarten through high school and into community life.

Ward, Winifred. "Creative Dramatics as a Medium for Teaching Literature." X (Feb. 1933), 40-44.

Recommends that "creative dramatics"—allowing students to act out many of the literary works they study—be adopted widely in the schools.

Witchey, Mary O. "The Puppet Show Project." IX (Dec. 1932), 256-257, 268, 273.

Describes in detail how a 6th grade class constructed puppets for a class show.

Wohlgemuth, Alma. "A Fifth Grade Speaks and Writes." XXX (Dec. 1953), 506-508.

Suggests methods in which all the class can contribute to a program through choral reading of prepared material and by preparing original poems. Writing was inspired by the presentation of a list of words that rhyme or by suggesting the ending words on a line of poetry and allowing the children to complete these lines.

Wright, Rowe. "Five Ghosts: A Halloween Play." IV (Oct. 1927), 245-248.

An entertaining play of an endurance test for 5 boys who attempt to remain in a haunted house until midnight. Features realistic episodes with surprise ending.

Grammar and Usage—17

Adler, Mae. "Picture Me." XXXIX (Dec. 1962), 815.

Reports on a method for teaching adjectives to 4th grade students.

Barnes, Walter; Kilbride, Eleanor M.; Lockwood, Alice M.; and Link, Seymour.

"Judging Teachers' Judgments in Grammar Errors." VI (May 1929), 120-125, 134.

Points out the uncertainty and inadequacy of teachers' judgments regarding what constitutes a language error.

Bernstein, Julius C. "Double Is Nothing." XXIV (Jan. 1947), 9-12.

Not all double negatives are in bad usage, nor are all incorrect. The double negative is avoided in educated usage but employed frequently in colloquial usage.

Boulton, Betty. "Pep in Punctuation." XII (June 1935), 155-156.

Describes punctuation lessons turned into a game for 4th graders by use of punctuation people.

Brede, Alexander. "Grammar Reconsidered." XVI (Mar. 1939), 86-90, 114.

Describes a few specific problems of usage in the English language. Defines good English as "English which succeeds in communication without misunderstanding and which does not draw attention to itself because of form or sound."

Brett, Sue M. "A New Measure of Language Maturity." XLII (Oct. 1965), 666-668.

Reviews Kellogg Hunt's language maturity test indicating " . . . that the T-unit, the minimal sentence, was also a valid indication of maturity" and suggesting a new type of sentence-building program which might be effective in today's schools.

Brueckner, L. J. "Dictation in Teaching Punctuation." IV (Nov. 1927), 265-269, 284.

Summarizes a study concerning the effect of dictation in teaching punctuation. Nine frequent errors in using the comma, apostrophe, and quotation marks were selected for testing in 4 4th grades. All groups were pretested with intelligence and punctuation tests. Three groups were dictation groups; one was the control. These methods were used in rotation: (1) dictate only method, (2) dictate-correct method, (3) study-dictate-correct method. Conclusion: the use of organized dictation exercises produced greater gains in the use of punctuation marks than those not having dictation.

Camenisch, Sophia C. "How Much Language Form Shall We Teach?" XX (Mar. 1943), 103-107.

Discusses oral and written communication based on the pupils' needs and incorporates principles of grammar in the development of a general language program.

Cameron, Jack R. "Traditionalists, Textbooks, and Non-English Grammar." XLI (Feb. 1964), 145-148, 153.

Discusses the waste of effort in teaching rules that have little in common with the language as it is written and spoken in 1964.

Clapp, Frank L. "A Test for Habits in English." III (Feb. 1926), 42-46.

Maintains that the outcome of school instruction should be the use of correct language forms. Discusses a test, gives sample items, and analyzes the results of the test.

Clubb, Merrel D., Jr. "Standard English as a Foreign Language." XXXVIII (Nov. 1961), 497-501.

Suggests that standard English should be taught as a foreign language—with drill on correct grammatical patterns. Concludes that the problem is with speech.

Collins, Nora. "I Ain't Got None." XLIV (Jan. 1967), 35-36, 39.

Presents a method which uses jingles for helping children remember "I don't have any" instead of "I ain't got none."

Cook, Luella B. "Teaching Grammar and Usage in Relation to Speech and Writing." XXIII (May 1946), 193-198, 213.

Believes that grammatical concepts must be taught continuously. These concepts should be introduced inductively, not deductively, and methods for teaching language improvement should be positive in their aim.

Dawson, Mildred. "Maximum Essentials in English." XXV (Jan. 1948), 35-38, 63.

Relates Porter G. Perrin's case for the maximum essentials of English and deplores teachers' preoccupation with minimum essentials—such as correct usage and technicalities of composition.

Dawson, Mildred A. "Summary of Research

Concerning English Usage." XXVIII (Mar. 1951), 141-147.

Summarizes research concerning English usage. Covers (1) items of usage to be included in the curriculum, (2) surveys relating to usage and grammar, (3) carry-over values of lessons in usage and grammar, and (4) methods of instruction. Concludes that the primary problem of the teacher is determining what to teach and eliminating what is not needed by her children. The secondary problem is that of selecting the right kind of instruction and individualizing it wherever possible.

Dawson, Mildred A. "Toward Intelligent Correctness." XXX (Feb. 1953), 76-78.

Presents suggestions based on research of current practice for increasing the effectiveness of language instruction for elementary age children.

Dawson, Mildred A. "Traditional versus Progressive Practices in Teaching Language Usage." IX (Mar. 1932), 53-56, 79.

Reviews wasteful and ineffective practices of language. Suggests inventory at beginning and end of school year.

DeMay, Amy J. "Teaching Verb Usage in the Fifth Grade." XXI (Oct. 1944), 221-223.

Offers suggestions for the teaching of verb usage in the 5th grade.

Detjen, Clara; Bradsteen, Zellah G; and Mitchell, Kathryn. "Remedial Work in Oral and Written Language." III (Sept. 1926), 226-228.

Compiles exercises for drill on *seen*, compound subject and pronoun, and *to, too, two.* Insists that drill is needed for correct usage.

Drake, Elizabeth J., and Enevoldsen, Jessie V. "Solving the Problem of Correct Usage." XXXV (Feb. 1958), 101-103.

Lists creative ways to encourage children, kindergarten and up, in the proper usage of the English language. Suggests such methods as listening exercises, giving directions to follow, use of radio and television educational programs, and use of puppets, art displays, and posters.

Driggs, Howard R. "Basic Lesson on the Sentence." IX (Mar. 1932), 63-65.

Discussion between 20 children and an English professor on the fun of grammar decides that not less but better grammar teaching is needed.

Falk, Ethel Mabie. "Mechanics and Meaning in Composition." XVII (Nov. 1940), 269-273.

States that research is needed in the area of mechanics because teachers face the problem of how to reduce the emphasis on mechanics. Sets up these criteria to help conduct research: (1) frequency of need, (2) difficulty of teaching, (3) social importance, and (4) importance of convention in conveying meaning.

Foley, Louis. "Tell-Tale Verbs." XVI (Mar. 1939), 101-106.

Describes the problems people have in the use of common verbs and points out that "one may classify people rather definitely as to their mentality and cultural background according to their proficiency in manipulating common verbs." Common verbs misused are "to be" and "got."

Furness, Edna Lue. "Pupils, Pedagogues, and Preposition Problems." XLIV (Mar. 1967), 216-222, 230.

Indicates basic facts about the history of prepositions, identifies mistakes children may make in the use of prepositions, and outlines teaching procedures for specific problems with prepositions.

Furness, Edna Lue. "Pupils, Pedagogues, and Pronoun Pitfalls." XLII (Feb. 1965), 191-196.

Gives examples of common pronoun pitfalls, possible causes, and suggested teaching procedures. Emphasizes the importance of using pronouns according to the usage standards of cultured persons as a sign of literacy, social awareness, cultural background, and intellectual awareness.

Furness, Edna Lue. "Pupils, Pedagogues, and Punctuation." XXXVII (Mar. 1960), 184-189.

Attempts to call attention to the definition of punctuation; to distinguish the commonly used marks of punctuation; to note the scope of punctuation problems; to point out several problem areas; and to suggest diagnostic teaching procedures.

Furness, Edna L. "Teachers, Pupils, and Modifiers." XLIV (Feb. 1967), 124-132.

Presents a list of Modern English adjectives and adverbs and their Old English counterparts. Offers information about the principal problems in modifier usage, along with possible causes, and instructional procedures for correcting the problems.

Green, Ivah. "Motivation for Correct English." XXII (Feb. 1945), 50-51, 55.

Stresses the importance of motivation in getting students to speak correctly. Urges frequent oral practice, praise for correct oral usage.

Guiler, Walter Scribner. "Improving Ability to Punctuate." VII (Nov. 1930), 219-222, 234.

Reports on a test conducted with 6th graders on a remedial project in punctuation. With remedial instruction all pupils except one attained the grade standard in the final test with the range of achievement representing 7 grades.

Guiler, Walter Scribner. "Survey of English Usage of Elementary School Pupils in Ohio." (1) IX (Sept. 1932), 169-171, 182; (2) IX (Oct. 1932), 213-216.

Describes a survey of English usage conducted in Ohio in 1932 with a large sample of children grades 3-12. Survey measured usage, parts of speech, capitalization, and punctuation. Many pupils were unable to detect their own errors.

Guilfoile, Elizabeth. "Improving English Usage." XIX (Mar. 1942), 88-92.

Points out that the school is constantly faced with the problems of enunciation, pronunciation, choice and construction of words by the children. Provides 6 practices that are generally accepted by good teachers: (1) provide the correct standards; (2) create in the child the desire to use good English; (3) lead him to recognize his own needs; (4) supply practice under proper guidance; (5) enlist the cooperation of the home; and (6) fit the child with the means to help himself.

Hoffman, Hazel Ward. "A Story Unit." XXXIII (Apr. 1956), 222-224.

Tells of a unit developed to improve children's composition, grammar, and speaking ability. Unit was called "Good Punctuation Highway." After children pass 3 tests, they receive a driver's license.

Howard, Dorothy Mills. "The Bell Always Rang." XVII (Nov. 1940), 262-264.

Describes how a grammar game aroused the interest of a 7th grade English class.

Johnson, Falk S. "Grammars: A Working Classification." XLIV (Apr. 1967), 349-352, 362.

Compares 3 types of grammar: the intuitive, the analytical, and the pedagogic. Explains their interactions and examines their relation to teachers and curriculum.

Kaulfers, Walter V. "Common-Sense in the Teaching of Grammar." XXI (May 1944), 168-174.

Discusses providing models of good English usage in the classroom.

Kaulfers, Walter V. "Grammar for the Millions." (1) XXVI (Jan. 1949), 1-11; (2) XXVI (Feb. 1949), 65-74, 107.

Part I, "A Moratorium on Futilitarianism," presents 8 points concerning English teaching for current needs of common citizens and 8 points for a successful speech program.

Part II, "If Not Formal Grammar, Then What?" emphasizes needs for diagnostic teaching and urges that grammar books be regarded as reference books for teachers and students, not textbooks.

Keener, E. E. "More about 'Current English Usage'." XI (Sept. 1934), 177-179.

Criticizes *Current English Usage*, the NCTE publication by S. A. Leonard (1932), as to both its research procedures and its conclusions.

Lansdowne, Katie. "Formal Grammar—Why? What? Where?" IX (Mar. 1932), 68-69.

Discusses the need of a skilled teacher to teach grammar. Suggests how to teach different parts of grammar by integrating grammar with all subjects.

Lefevre, Carl A. "Language and Self: Fulfillment or Trauma?" (2) XLIII (Mar. 1966), 230-234, 284. [See Lefevre, p. 135.]

Discusses teachers' practices of correcting children's grammatical usage at school.

Lehr, Elizabeth. "Language in the Intermediate Grades." XXIII (Apr. 1946), 160-164, 185.

Believes language instruction at the intermediate level should help the student to engage in language activities, written or oral, in any group in which he finds himself a member. Presents 8 major language activities and 4 specific needs that must be kept in mind for language instruction.

Leonard, S. A. "The Wisconsin Tests of Sentence Recognition." III (Sept. 1926), 230-232.

An abridgement of an article by Leonard which appeared in *English Journal,* May 1926, discusses "Grammatical Correctness A" and "Grammatical Correctness B," tests designed to show progression as students move through grades 7-12.

Miller, Helen Rand. "The War, Grammar, and Hocus Pocus." XIX (Nov. 1942), 257-258.

Gives personal answers to these questions: How should English grammar be taught? Where should the emphasis be placed? Should we stress grammar rules or grammar as a means of communication? Has the war brought about a change?

Milligan, John P. "Learning about Punctuation in the Primary Grades." XVIII (Mar. 1941), 96-98.

Relates a technic for teaching punctuation (but not mastery) in the primary grades based on "experience story" concept and emphasizing spelling, phonics, and capitalization.

Millis, George H. "Teaching Grammar through Small Groups." XXX (Dec. 1953), 515-518.

Suggests working in small groups on grammar. Discusses 4 kinds of difficulties: (1) using pronouns without antecedents, (2) running sentences together without proper punctuation, (3) agreement of subject and verb, and (4) difficulties in bringing conversation into stories or how to punctuate conversation when it is used. Notes 4 direct advantages of the method.

Moore, Robert P. "A Structural Approach for the Third Grade." XLIV (Feb. 1967), 138-147.

Presents several technics for studying the parts of speech.

Mortensen, Louise Hovde. "Pony Express Participles." XXXIII (May 1956), 291.

Uses the "Pony Express" to show how participles can express the excitement of a race in written work.

Mortimer, Mildred. "Why Is Grammar Being Shut Out?" XVII (May 1940), 183-186.

Defends instruction in grammar in the elementary school.

Mukerji, Rose, and Robinson, Helen F. "A Head Start in Language." XLIII (May 1966), 460-463.

Authors present an analysis of the many language deficits of disadvantaged children and ways in which to correct them.

Odom, Robert R. "Sequence and Grade Placement of Capitalization Skills." XXXVIII (Feb. 1961), 118-121.

Reports the results of a study of sequence and grade placement of capitalization skills in the intermediate grades. Makes 4 specific recommendations.

Perrin, Porter G. "Teaching Realistic Grammar." XXII (Feb. 1945), 41-45.

Argues for a descriptive approach to teaching grammar and an awareness of dialect differences, levels of usage, functional study of grammar.

Pooley, Robert C. "Eighteenth Century Ghosts in Twentieth Century Text Books." X (Mar. 1933), 71-73, 78.

Discusses the problems inherent in language textbooks, such as literary infallibility, aristocratic nicety, moral obligation, and grammatical rectitude, and the means for improvement.

Pooley, Robert C. "Grammar in the Schools of Today." XXXI (May 1954), 268-272.

Presents a brief report of contemporary trends in the teaching of grammar. Illustrates gradual shift from the "subject" to the "tool" method as the most productive method of teaching grammar.

Postman, Neil. "Creative Inquiry and the Teaching of Grammar." XXXVII (Feb. 1960), 90-92.

Discusses the traditional method of teaching English grammar in the light of John DeBoer's testimony. Inductive reasoning applied to the teaching of grammar is cited where the teacher allows the student to make observations and to come to his own conclusion. For example, given two sentences, the student is asked to compare them for form; the student must be helped to see similarities and then must generalize about the data.

Pressey, Luella Cole. "Errors in Written Composition and Scores on Proof-Reading Tests." VIII (Sept. 1931), 157-161.

Describes an investigation of grammar errors in writing and in proofreading by means of tests and a writing assignment. Concludes that this system is unsatisfactory in determining where students need help.

Pribble, Evaline. "Plurals of Proper Names." XX (Jan. 1943), 20.

Describes tests given to 287 11th graders on plurals of names. Errors came from faulty knowledge, not confusion with possessives. Texts did not discuss the subject adequately.

Price, Devona M. "Grammar Can Make Sense." XXXIII (Feb. 1956), 108-114.

Presents a unit to aid a student in developing skill in written expression by means of a twofold scheme of motivation and group practice in a family.

Rakow, Edwin. "The Mathematics of Grammar." XXV (May 1948), 311.

Explains how a junior high English teacher used a unique method in substituting mathematical symbols for items of grammar: S=sentence, Cs=complete subject, Cp=complete predicate, V=verb, etc.

Repp, Austin. "A More Effective Use of the Examination." VI (Mar. 1929), 79-83.

Views weaknesses of examinations and offers recommendations for grading exams which could increase their effectiveness and decrease their deficiencies.

Rideout, Irna. "A 'Clinic' Solved Our Punctuation Problem." XXX (Oct. 1953), 341-342.

Describes a "clinic" approach to solving punctuation problems employed by a 7th grade class. Clinic consisted of Doctors Stop, Comma, Quote, Apostrophe, and What-Do-You-Mean (spelling). Doctors met with teacher to discuss ways of helping "patients" who were having trouble, and also helped each other.

Rieman, Janet L. "Individualization of Grammar in the Intermediate Grades." (1) VIII (Apr. 1931), 91-94; (2) VIII (May 1931), 121-123; (3) VIII (Sept. 1931), 173-175; (4) VIII (Oct. 1931), 197-200.

Emphasizes the role of individual differences in the teaching of grammar in intermediate grades. Following an exploratory test, work sheets for each unit are completed at the pupil's own rate. An achievement test concludes the unit.

Describes a unit on capitalization and punctuation for a 7B grade in which individualized instruction took place.

The third article presents self-help lessons with instructions for the teacher.

The fourth presents review exercises to check mastery of capitalization and punctuation for intermediate grade grammar.

Rieman, Janet L. "Tests and Drills in Grammar, for Use in Grade VII." (1) V (Dec. 1928), 297-303; (2) VI (Jan. 1929), 10-16.

Provides and discusses tests and drills which help determine which pupils understand and which need help in certain areas of grammar.

Riley, Noma. "Graphic Grammar." XVII (Nov. 1940), 267-268, 275.

Discusses graphic illustrations of grammar rules, parts of speech, and usage for students to use as a key in identification and memorization.

Salisbury, Rachel. "The Reading Road to Punctuation Skill." XXII (Apr. 1945), 117-123, 138.

Recommends teaching punctuation through use of literary (reading) models rather than through grammar study; urges postponing formal grammar study until grade 12.

Stegall, Carrie C. "Motivation for Correct Usage." XXXI (Oct. 1954), 340-342.

Describes a unique way of initiating a

class discussion which ultimately led to a lesson in correct language usage.

Sundal, Lorraine D. "Stimulating Language Awareness." XXXIII (May 1956), 295-298.

Tells how an imaginary character "Rammarg" checked 7th and 8th grade students on their "levels of usage" and "appropriateness" in classroom language.

Sweet, Mary G., and Wozencraft, Marian. "What about Grammar in the Special Classes?" XL (Jan. 1963), 52-55.

Describes teaching grammar to retarded children.

Symonds, Percival M. "The Accurate Expression of Thought." X (Nov. 1933), 235.

Replies to Robert Pooley and continues the discussion of the Leonard Report in *Current English Usage;* states author's position: "I believe that any change in grammar should be in the direction of greater uniformity and consistency and would say that any change which tends to make the grammar of the language less consistent and less logical is corruption and confusion rather than the change from a language which may have at one time been considered literary."

Treanor, John H. "Verb Forms Can Be Taught." XXIX (Mar. 1952), 155-157.

Suggests oral drill to correct the usage of irregular verbs.

Ward, C. H. "Two Kinds of Grammar." IX (May 1932), 136-138, 141.

Reviews two types of grammar, that which is found in texts and is of little value in composition and that which makes grammar useful and necessary for composition.

Williams, Elizabeth. "Helping Children Feel Like Someone Else—and Talk Like Someone Else." XLIV (Jan. 1967), 57-58, 61.

Suggests several ways to help children use language: role playing, sociodrama, induced speech styles, and puppets.

Wilson, G. M. "New Standards in Written English." VI (May 1929), 117-119, 132.

Presents 4 studies concerned with language errors made by children.

Wilson, G. M. "Right Uses of a Standard Language Test." VIII (Sept. 1931), 162-163.

Presents the results of the Wilson Language Error Test. Shows concern that standardized tests are often given for administrative purposes instead of for motivation and diagnosis.

Handwriting—18

Andersen, Dan W. "Handwriting Research: Movement and Quality; Style and Practice." (1) XLII (Jan. 1965), 45-53; (2) XLII (Feb. 1965), 115-125.

Gives a brief history of the phenomenon of handwriting, the importance of legibility and how it is still a major concern. Records some interesting facts which were uncovered during a recent study.

Reviews research on styles of handwriting and describes advantages of manuscript and of cursive writing.

Cutright, Prudence. "Script-Print and Beginning Reading and Spelling." XIII (Apr. 1936), 139-141, 160.

Compares the advantages of manuscript writing over cursive writing in the early elementary grades in relation to reading and spelling.

Drohan, Gertrude. "The Extent of the Use of Manuscript Writing or Print-Script." XIII (Dec. 1936), 287-290, 305.

Reports a survey which was part of the Minneapolis school system experiment with print-script. Shows the need for research on the relation between the use of printing and accomplishment in related areas of reading, spelling, and written expression. Includes an extensive bibliography of books and magazine articles.

Emerson, Caroline D. "Remedial Handwriting." XLIII (Nov. 1966), 756-758, 761.

Presents suggestions for clearer, more precise handwriting.

Enstrom, E. A. "The Acceptance of Slant Print: In Second Grade Handwriting." XLIII (Apr. 1966), 409-412.

Believes that slant print holds a strong advantage for pupils because it is a more natural way of writing, it makes successful cursive teaching much easier, it is a style in harmony with the cursive script as it is being learned, and it prevents position failure with the left-handed writer.

Enstrom, E. A. "How Shall We Teach Handwriting?" XLIV (Feb. 1967), 133-137.

Stresses the fact that handwriting is a motor skill and must be taught using the same psychology applicable to teaching all motor skills. Recommends one 20-minute group session daily. Discusses qualifications for teachers and recommends the individualized group approach in teaching.

Enstrom, E. A. "In Teaching Handwriting: Simple Solution to Complex Problems." XL (Jan. 1963), 97-98.

Discusses new interest in handwriting and the importance of doing something about it.

Enstrom, E. A. "The Little Turn That Makes the Big Difference." XLIII (Dec. 1966), 865-868.

Reports results of an 8-year study of left-handed writers. Gives 3 guides for teaching them: fingers should be placed back on the pencil; the desk should be somewhat lower than normal; the paper must be turned clockwise extra far.

Enstrom, E. A. "Paper Placement for Manuscript Writing." XL (May 1963), 518-522, 552.

Discusses the pros and cons of different manners of paper placement in writing, with attention to problems of left-handed writers.

Enstrom, E. A. "Print-Handwriting Today." XLI (Dec. 1964), 846-850.

Presents a brief background of print-handwriting or manuscript writing.

Enstrom, E. A. and Doris. "Teaching for Greater Legibility." XLI (Dec. 1964), 859-862.

Urges that students be taught to discover likenesses and differences in letter shapes. Likenesses make writing easier and more rapid; differences make writing easy to read.

Enstrom, E. A. and Doris. "To Join or Not to Join." XLI (Dec. 1964), 869-872, 936.

Presents the idea of joining capital letters to lower case letters, but teachers should wait until the students have full and complete readiness and practice.

Freeman, Frank N. "The Transition from Manuscript to Cursive Writing." XXXV (Oct. 1958), 366-372.

Reports a study to answer questions concerning the timing of a transition from manuscript to cursive writing.

Furness, Edna. "Diagnosis and Remediation of Handwriting Defects." XXXII (Apr. 1955), 224-228.

Discusses briefly the history and goals of handwriting and describes the relationship of handwriting, spelling, and reading. Analyzes the sources of handwriting defects and measures to remedy them.

Garfield, Elva Ruth. "Teaching the Technique of Manuscript Form." XIII (Dec. 1936), 311-313.

Discusses a detailed method to teach manuscript form and the advantages of the method.

Groff, Patrick J. "New Speeds of Handwriting." XXXVIII (Dec. 1961), 564-565.

Discusses norms established for handwriting speed and accounts for different achievement records on two types of tests.

Groff, Patrick J. "Preference for Handwriting Style by Big Business." XLI (Dec. 1964), 863-864, 868.

Presents new findings on big business preference in handwriting.

Haw, Jessie K. "Handwriting Is Important." XLI (Dec. 1964), 851-853, 932.

Explains how the Seattle schools set up a comprehensive guide, *We Teach Handwriting*, a course of study in handwriting for K-12.

Herrick, Virgil E. "Handwriting and Children's Writing." XXXVII (Apr. 1960), 248-258.

Discusses handwriting as a tool for communication. Handwriting taught through purposeful writing, not copying, should result in adequate differentiation of size and shape of letters, proper spacing, speed, and legibility. One study indicates that beginners should use regular, not special, pencils. Transition from manuscript to cursive writing is made between grades 2 and 4.

Further research is needed to help students distinguish legibility from illegibility.

Hildreth, Gertrude. "Manuscript Writing after Sixty Years." XXXVII (Jan. 1960), 3-13.

Reviews the controversy between the use of manuscript and the use of cursive writing in the primary grades. Refers to research that sees instruction and practice as more important than the type of writing.

Howard, Margarette E. "The Case for Manuscript Writing." XIV (May 1937), 177-178, 187.

Discusses levels for teaching manuscript writing. Lists 7 reasons why manuscript is preferable to cursive writing.

King, Fred M. "Handwriting Practices in Our Schools Today." XXXVIII (Nov. 1961), 483-486, 493.

Reports a survey made to ascertain the degree to which handwriting is emphasized in schools in the 1960's. Outlines criteria for an effective handwriting program.

Lauriana, Sister Mary, C.S.S.F. "'Ten Commandments' of Good Handwriting." XLI (Dec. 1964), 854, 858.

Lists author's 10 commandments of good handwriting.

Lewis, Edward R. and Hilda P. "Which Manuscript Letters Are Hard for First Graders?" XLI (Dec. 1964), 855-858.

Reports an investigation to find out which manuscript letters are hard for 1st graders. The five most difficult letters were q, g, p, y, j; the easiest, l, o, L, O, H.

McElravy, Anna. "Handwriting and the Slow Learner." XLI (Dec. 1964), 865-868.

Points out background material necessary and procedures to use in helping slow learners.

Noble, J. Kendrick, Jr. "Handwriting Programs in Today's Schools." XL (May 1963), 506-512, 517.

Discusses the basic issues in the teaching of handwriting.

Nulton, Lucy. "From Manuscript to Cursive –How?" XXXIV (Dec. 1957), 553-556.

Gives steps and factors for making the change from manuscript to cursive writing.

Nulton, Lucy. "Readiness to Change from Manuscript to Cursive." XXXII (Oct. 1955), 382-383.

Suggests that readiness for cursive writing instruction be thoroughly considered before children are taught the change from manuscript, and lists 5 criteria for judging readiness.

Petty, Walter T. "Handwriting and Spelling: Their Current Status in the Language Arts Curriculum." XLI (Dec. 1964), 839-845, 959.

Recognizes the interrelationships of the language arts, but also sees the need for specific teaching attention to specific skills, such as spelling and handwriting. A desired interest and attitude can be achieved by (1) selecting useful words; (2) limiting study to those words which tests have shown the pupil unable to spell; (3) fostering definite and efficient study habits; (4) showing pupils they are succeeding and progressing; and (5) using materials which have appeal.

Plattor, Emma R., and Woestehoff, Ellsworth S. "The Relationship between Reading Manuscript and Cursive Writing." XLIV (Jan. 1967), 50-52.

Declares, on the basis of data obtained from a study conducted at grades 1, 3, and 5, that there would appear to be a pronounced relationship between the abilities required to read manuscript and cursive writing.

Renaud, Albert J., Jr., and Groff, Patrick J. "Parents' Opinions about Handwriting Styles." XLIII (Dec. 1966), 873-876.

Discusses the question of cursive or manuscript writing and the attitudes of parents toward the two styles.

Rondinella, Oresta R. "An Evaluation of Subjectivity of Elementary-School Teachers in Grading Handwriting." XL (May 1963), 531-532.

Reports on a study that revealed a high degree of subjectivity and a lack of grading criteria among teachers in evaluating student handwriting.

Schell, Leo M., and Burns, Paul C. "Retention and Changes by College Students of

Certain Upper-Case Cursive Letter Forms." XL (May 1963), 513-517.

Reports on a study of 67 college students which revealed that they tended to simplify writing of certain upper case cursive letter forms.

Soltis, Rose Mary. "Handwriting: The Middle 'R'." XL (Oct. 1963), 605-607.

Reports a study of methods of handwriting instruction in grades K-6. Instruction started first in the latter part of 1st grade, with the emphasis on legibility, by means of tracing letters in the air and going on to crayons and beginner pencils.

Stewart, Dorothy H. "Handwriting Up to Date." XXIX (Nov. 1952), 407-410.

Stresses the importance of manuscript writing in the lower grades. Discusses the advantages and criticism of manuscript. Recommends the change from manuscript to cursive in late 3rd or early 4th grade.

Sullivan, Mary T. "A Functional Handwriting Program." XXX (Feb. 1953), 85-90.

Discusses the basic objectives of a handwriting program, and lists purposeful writing experiences for both primary and intermediate grade pupils.

Tawney, Shirley. "An Analysis of the Ball Point Pen versus the Pencil as a Beginning Handwriting Instrument." XLIV (Jan. 1967), 59-61.

Reports on a study to answer the question "Can children learn to write as well with a ball point pen as with a pencil?" A special ball point pen was used in two 1st grades; the control group used primary pencils. Performance was significantly better for the experimental group as decided by 3 judges grading handwriting samples. Teachers reported that (1) the children did not grip the pen as tightly as the pencil; (2) handwriting speed was faster; (3) papers were neater; (4) the procedure of no erasing encouraged thinking before writing.

Templin, Elaine. "Handwriting–The Neglected 'R'." XXXVII (Oct. 1960), 386-389.

Observes that of the three R's, handwriting has received the least attention; advocates research to determine the kind of handwriting instruction and amount of practice which produce the greatest skill and legibility with the least expenditure of time and effort by teachers and pupils.

Treanor, John H. "Pen Points and Ink Spots." XIX (Mar. 1942), 109-110.

Describes the value of motivation in improvement of handwriting. Instead of a long assignment the students chose to try for quality in short paragraphs. They finished the paragraphs with great care. Each student was then given a folder in which to keep these models as a guide in future writing.

Issues—19

Adams, John. "Two Worthwhile Sayings." VIII (Oct. 1931), 185-187.

Suggests that the teaching of English is every teacher's job.

Allen, Harold B. "With New Endeavor." XXXIX (Feb. 1962), 75-83.

Presents the presidential address delivered at the opening session of the 51st convention of the National Council of Teachers of English in 1961. Pleads for all English teachers to concern themselves with the problems of articulation, reading, linguistic applications in the teaching of reading and grammar, developing appreciation of poetry and of spontaneous speeches.

Amster, Harriet. "Concept Formation in Children." XLII (May 1965), 543-552.

Discusses (1) processes of concept learning in children, (2) acquisition of word meanings, and (3) the role of verbalization in the acquisition of concepts. Distinguishes between associative and deductive processes of learning.

Anderson, Harold A. "The Function of English Instruction in Education for Democracy." XXIII (Jan. 1946), 1-7.

Presents the presidential address given at the 1945 meeting of the National Council of Teachers of English. Emphasizes the need for a better understanding of the function of English instruction in educating youth.

Archer, Marguerite P. "Effective Educational Reporting." XXXVIII (Jan. 1961), 22-23.

States that it is the teachers' responsibility to interpret their school programs to the public.

Bair, Frederick H. "The Articulation of the Elementary with the High School." XVII (Apr. 1940), 156-159.
States the author's opinion concerning the organization of grades. In elementary grades and junior high, the students should stay together in one class with one teacher.

Bamberger, Florence E. "The Problem of Individualization: Safety and Danger Points in Individualized Instruction in Elementary School English." VI (Mar. 1929), 84-87.
Suggests means to provide an environment for children which would promote the utmost in individual growth and opportunities for each child in elementary school English.

Barnes, Walter. "Opportunities in Elementary English." VII (Sept. 1930), 179-180.
Advocates that language must be realized as a continuum. Notes that the Elementary Section of the NCTE, working with the *Elementary English Review*, are trying to complete a program for recreational reading, criteria for organization of professional courses for teacher training, and a course of study in elementary English based on children's interest and activities.

Barton, Nellie E. "Supplementing the Report Cards." VI (May 1929), 135, 139.
Advocates and shows examples of letters from teachers to parents. Conclusions showed that occasional letters to parents promote better relationships.

Betts, Emmett Albert. "Style Books as a Source of Information." X (Nov. 1933), 233-234, 238.
Investigates the criteria by which materials sold for school use are edited. Discusses the code of typographical rules known as a style manual or handbook of editorial practices.

Blackman, Ruth M. "Emotional Training of Children in the Kindergarten." V (Nov. 1928), 276-277.
Provides examples of children's emotional problems and gives tests for study of children. Regular observations and measurements show a decided growth in mentality and emotional control.

Blackwell, Mrs. E. C. "One Textbook Problem." V (Mar. 1928), 80-82, 86.
Cites a need to define English and eliminate irrelevant material from the English curriculum, to determine content, and to establish sequence of presentation. Criticizes the breadth of coverage of English texts to include correct and effective use of the English language, methodology, citizenship, health and safety. English should not serve as the "catch-all" in the curriculum.

Burch, Ruth. "The Perfect Specimen." XXII (Feb. 1945), 46-49.
Urges permissive atmosphere in the classroom, creating a climate in which the student can function without anxiety.

Burns, Paul C. "The Elementary School Language Arts Library: A Selected Bibliography." XLI (Dec. 1964), 879-884.
Stresses the importance of outside reading to enrich and to further interest and activity on the part of the learner. Lists 50 selected elementary books.

Carlson, Ruth Kearney. "Developing an Original Person." XLI (Mar. 1964), 268-278, 292.
Lists requisites necessary to developing an original person: (1) freedom of an open education system; (2) development of an imaginative power, a sense of wonder; and (3) development of a "structural-cognitive" approach to learning.

Cox, Riah F. "Personality and the New Education." IV (Mar. 1927), 83-88.
Lists 4 ways in which the "new" education of the 1920's with its philosophy is a better means of developing personal qualities than traditional education.

Crane, Helen. "Father Visits School." XXXIII (Mar. 1956), 151-156.
Discusses the value of parent involvement and cooperation with the school and the differences between schools of the past and those of today.

Cranswick, Margaret E. "Practices in the Professional Treatment of English." V (June 1928), 168-169.

Contrasts the functions of a teachers college and the academic college.

Crosby, Muriel. "English: New Dimensions and New Demands." XLIII (Apr. 1966), 327-332.

An address to the NCTE convention in Boston, 1965, in which the president of NCTE maintains that new dimensions and new demands upon teachers of English require teachers with the "new look," who have empathy with the children they teach and love for the English language.

Davis, Russell, and Ashabranner, Brent. "Textbooks for the World." XXXVII (May 1960), 293-295.

Considers the problem of obtaining textbooks for newly independent, developing nations. Dialectal differences among peoples within these countries often make impractical the writing of books in a native language and suggest a European language instead. Differences in customs and attitudes often render importation of books undesirable. Newly developing nations hesitate to take financial aid from the United States for fear of strings attached and direct grants of books for fear of propaganda included. American publishers may find newly developing countries a flourishing market.

Dawson, Mildred A. "Studies in Elementary School English for 1944." XXII (May 1945), 169-176, 185.

Summarizes briefly 14 published studies having to do with language and grammar, spelling, and speech as they relate to language arts.

DeMay, Amy J. "The Teacher and the Educational Article." XXX (Apr. 1953), 220-221, 231.

Encourages members of the teaching profession to write, especially about their experiences that will benefit others and about some of the methods they employ in their teaching which present new ideas. Continues with an account of how the author began writing articles for publication, the pitfalls and headaches involved in this type of writing, and what one might expect in the way of remuneration.

Devine, Thomas G. "Can We Teach Critical Thinking?" XLI (Feb. 1964), 154-155.

States that critical thinking cannot be taught as a subject by itself. Abilities needed for the critical thinking process are postulates or mental constructs. That these can be translated into reading or listening puts the language arts teacher in an important position.

Dobson, Caroline. "Language Arts in Action in Utah Elementary Schools." XXIII (Feb. 1946), 55-60.

Reports a survey by the Utah Education Association in an attempt to help children develop various local projects. Illustrates certain points regarding language through the use of demonstrations.

Dolch, E. W. "So You Are Going to Be a Remedial Teacher." XXXV (Jan. 1958), 12-18.

Gives a well-defined picture of varying remedial reading jobs which would be of value to prospective teachers in that field.

Douglas, William O. "Are We Afraid of Ideas?" XLIII (Feb. 1966), 103-108.

States that although this is an age of revolution, books here in America are not published on this topic because of the belief that Revolution and Communism are synonymous. Revolution elsewhere in the world today is a revolt against feudalism.

Dyer, Clara Axie. "Pupil Activities in Elementary English Texts." II (Jan. 1925), 5-9.

Maintains that (1) texts devote more time to assignments and therefore more time to nonexpression than expression activities, and very few assignments are correlated with the school work or with activities in which pupils have need for expressing themselves; (2) junior high texts devote a larger percent of their assignments to nonexpression activities; (3) texts tend to decrease the number of nonexpression assignments and to increase the number of expression in the successive grades; (4) texts vary somewhat in the relative amount of page space devoted to the 3 types of activities; and (5) percent of page space for the expression activities in the elementary grades is greater for each series in the 4th and 5th grades than in the 6th. Draws the following conclusions: (1) the child attempts to master usage of language technics through nonexpression activities; and (2) relation of expression activities to school work is almost completely ignored.

Ewing, Marion. "China in Children's Books." XI (Oct. 1934), 203-205, 226.

Urges exchange of books between countries to break down cultural ignorance. Lists available children's books on China.

Frazee, Laura. "Objectives in English." II (Dec. 1925), 351-352.

Tries to show that the teacher's utmost objective in English is to find the real place and spirit which language has in the daily lives of children. The teacher's responsibility is to encourage sharing of rich experiences through language in all fields of the child's endeavor.

Guilfoile, Elizabeth. "White and Negro Teachers Work and Talk Together." XXIII (Jan. 1946), 15-20.

Deals with the placing of 7 Negro teachers on the faculty of an all white staff in an all Negro school in Chicago. Discusses values drawn from this situation.

Harris, Brice. "Act Well Your Part." XXXVI (Jan. 1959), 3-11.

Presents the presidential address delivered at the 1958 annual convention of the National Council of Teachers of English. Enumerates criticism of English teaching from inside and outside the profession. Maintains that English teachers will have to articulate their professional efforts.

Hatfield, W. Wilbur. "Humanizing the Language Arts." XLII (Oct. 1965), 673-678.

Stresses the importance of children being able to become "personal" with a story or poem—being able to relate personal-experience stories is a social asset.

Hook, J. N. "The National Council Looks Ahead." XXXII (Jan. 1955), 24-32.

Traces historically the major accomplishments of the National Council of Teachers of English from 1911 to 1954. Poses challenging areas of activity for the future.

Hopkins, Edwin M. "Is the Light Coming?" IV (Nov. 1927), 257-258.

States a need for reorganization in teaching and means of studying the problem. The use of survey devices to determine the areas for investigation proved unsatisfactory. The National Council of Teachers of English formulated a 4-year plan to investigate the area of communications.

Kitzhaber, Albert R. "NCTE Presidential Address." XLII (Feb. 1965), 107-114.

Cites difficulties facing English teachers, and advocates cooperation with colleagues in other fields. Presidential address of 1964.

Kottmeyer, William. "Readiness for Reading." XXIV (Oct. 1947), 355-366.

Describes a study in the St. Louis school system which shows that problems of readiness are increasing in large cities where middle and upper classes are leaving. Replacement populations of economically deprived families bring an increase of children who lack background to read.

La Brant, Lou. "Research in Language." XXIV (Feb. 1947), 86-94.

Cites studies on educational research in language and explains how pediatricians, child psychologists, and psychiatrists can help teachers understand better both children and the processes of learning.

Lawson, Lewis A. "Beginning a New Year." XXXVII (Oct. 1960), 383-385.

Comments that in reality teachers teach children, not a grade, using textbooks for continuity and tests as indices of progress, while calling attention to the need for remedial and supplementary programs.

Lindahl, Hannah M. "Objectives and Activities in Second Grade English." VI (Oct. 1929), 214-218.

Outlines 6 objectives, with activities, for 2nd grade English: (1) to secure freedom in oral expression; (2) to develop sentence sense; (3) to provide exposure to beautiful poetry and prose; (4) to establish habits of correct usage in spoken English; (5) to make a logical organization of a series of ideas; (6) to develop the ability to write a composition of 3, 4, or 5 sentences on a single idea.

Lotze, Amanda. "Co-ordinating Teacher Effort." XVI (Jan. 1939), 24-26.

Discusses problems of organization for

teacher growth when teachers of a school system become departmentalized in their professional concerns.

Lowe, Orton. "What Is Elementary School English?" II (Feb. 1925), 45-48.

Contends that the primary obligation of the school is to teach children to read print. Discusses important features of broadening vocabulary and improving reading and the legibility of writing.

Mackintosh, Helen K. "The 1957 World of the English Teacher." XXXV (Mar. 1958), 150-156.

Suggests that the English teacher is needed to foster good speaking, listening, and reading skills so that children, as they grow up, can keep pace with changing society. The presidential address at the 57th annual convention of the National Council of Teachers of English.

Meriam, J. L. "The Language Arts in Public Schools." XVI (Mar. 1939), 115-118.

Describes the ferment in thought about the language arts on the part of teachers as well as students. Blames this state of affairs on the stress of exercises made by school officials and imposed on students. Believes that language arts, as a separate subject, is taught as form without function, and favors developing the language arts only as skills in other subjects and activities.

Mersand, Joseph. "English Meets the Challenge." XXXVII (Feb. 1960), 69-80.

Describes some challenges facing the English teaching profession: the presentation of subject matter in a continuous, sequential form in every grade; the necessity for meeting the needs of individual differences; and upgrading of teacher certification. The presidential address at the 59th annual convention of the National Council of Teachers of English.

Milligan, John P. "Standards in English." XIX (Mar. 1942), 85-87.

Discusses the standards to be set for teaching English and how to arrive at these standards. Points out why English teachers should know what comes before and after their own levels of instruction.

Ozmon, Howard A., Jr. "A Realistic Approach to the Writing of Children's Textbooks for Deprived Areas." XXXVII (Dec. 1960), 534-535.

States belief that texts used in privileged areas are not sufficient for use in deprived areas and that publishers and authors need to remedy the situation.

Pinter, Elizabeth L. "This Is My Robot." XLII (Nov. 1965), 775-777.

Pictures the primary school in operation in the British Isles. Gives recommendations for the improvement of English teaching at this level.

Pooley, Robert C. "The Language Arts Survey in Wisconsin Elementary Schools." XXIII (Jan. 1946), 8-14.

Discusses the results of a survey on the status of the teaching of English in the elementary and secondary schools of Wisconsin. Findings were negative and critical of the curricula and the teachers.

Russell, David H. "Re-Renewing: The Future of the Council." XLI (Feb. 1964), 112-118.

Examines the possible future development of the National Council of Teachers of English, in the 1963 presidential address.

Ryan, Calvin T. "English, the Basic Study in the Elementary School." VIII (Dec. 1931), 246-248.

Discusses reasons for the importance of reading and English as elementary school subject matter.

Sims, Ruth L. "Concept Analysis of Primers and Preprimers." XV (Dec. 1938), 302-305.

Analyzes 7 preprimers and 6 primers for words and concepts. Lists concepts that a 1st grade child needs to understand in order to be able to read for meaning.

Smallidge, Olive E. "Articulation of English between Elementary and Junior High School." XV (Nov. 1938), 259-264.

Points out the need for articulation between elementary and junior high school in the areas of philosophy, psychological development of students, physiological growth of students, and subject matter to be learned.

Smith, Dora V. "*Language Arts for Today's*

Children: A Program for the Elementary School." XXXI (May 1954), 287.

Presents a review of the second volume of the curriculum series of the National Council of Teachers of English. Incorporating the latest thought and practice in the teaching of language arts, it is addressed directly to teachers.

Smith, Dora V. "Language Growth and Child Development." XXII (Mar. 1945), 81-87, 99.

Claims that schools have overstressed language study as a tool for giving the student more control over usage; suggests other important areas of concern and needed research in language development.

Squire, James R. "Form Consciousness, an Important Variable in Teaching Language, Literature, and Composition." XLII (Apr. 1965), 379-390.

Proposes that attention to form is important in teaching literature, language, and composition. Suggests that form, like other concepts, can be acquired by conscious leading or discovery. Sees knowledge of form especially important in teaching composition. Reports that the bulk of research suggests that sensitivity to form in one field may transfer awareness to a related field.

Squire, James R. "New Directions in Language Learning." XXXIX (Oct. 1962), 535-544.

Reflects some of the ways in which new developments in form and structure may affect programs in language, reading, literature, and composition. Stresses the fact that communication is the key to instructional programs in the language arts.

Sternig, John. "Preparing the Columbus of 1992." XXXIV (Dec. 1957), 517-518.

Answers the question of what parents and schools can do to prepare their children for the future.

Taba, Hilda. "The Teaching of Thinking." XLII (May 1965), 534-542.

Outlines tasks and strategies on teaching children to think.

Turner, Alice Lucile. "Elementary Research in English." X (June 1933), 148-150.

Stresses the importance of the discovery method as a means of educating elementary grade children. In this situation, the role of the teacher is to act as a guide.

Weeks, Ruth Mary. "Teaching the Whole Child." VIII (May 1931), 110-112.

Reports a nationwide study of the English curriculum conducted by the National Council of Teachers of English. Concludes that a curriculum which develops the intellectual, emotional, and creative elements of youngsters in a well-balanced manner is necessary.

Wilson, Estaline. "Objectives in Elementary School English." I (Apr. 1924), 53-56.

Maintains that "leaders among teachers of English who have broad experience and skill in analyzing needs must turn from the traditional objectives labeled *English* and begin to search other fields of activity, for example, those which provide appropriate training for better social and civic relationships, to find new English objectives. Objectives should be sought which do not vainly attempt year after year to make all pupils literary producers.

Wilson, Sloan. "Public Schools Are Better Than You Think." XXXII (Nov. 1955), 435-441.

Considers contemporary criticisms of public schools and provides technics for discussion and analyses of issues.

Wilt, Miriam E. "In Teaching—The Right to Wonder." XLII (May 1965), 481-489.

Emphasizes the need for creativity in the classroom. Describes the creative process as one of bringing order to disorder through illumination or inspiration and identifies conditions conducive to creative expression: (1) teacher tolerance of individual differences; (2) promotion of inner self-control and psychological freedom of children with physical and mental separation from others possible; (3) provision for much sensory and emotional experience; (4) establishment of a nonevaluatory atmosphere in which individual effort is judged solely according to its own merit; and (5) shielding of children from influences which inhibit and deter creative expression.

Womack, Thurston. "Is English a Phonetic

Language?" XXXIV (Oct. 1957), 386-388.

Expresses concern with the relationship between language and writing in a discussion of speech sounds called phonemes and the study of speech sounds called phonics.

Young, Doris. "Critical Thinking: Basis for Discrimination." XLIII (May 1966), 509-514.

Presents some of the current theory and research in regard to critical thinking. Offers various definitions and aspects of critical thinking.

Language—20

Anderson, John E. "Principles of Growth and Maturity in Language." XVIII (Nov. 1941), 250-255, 277.

Outlines general principles for instructing children in the language arts.

Ashley, Rosalind. "Linguistic Games and Fun Exercises." XLIV (Nov. 1967), 765-767.

Makes clear the distinctions between commonly held conceptions of what constitutes "games" as opposed to "work," and suggests *real* language games and *work* exercises.

Barnes, Walter. "Language as Behavior." (1) VII (Dec. 1930), 241-245; (2) VIII (Jan. 1931), 14-17, 24; (3) VIII (Feb. 1931), 44-46, 48.

Attempts to determine the psychological bases of language so that in the light of these bases the most widely used methods of teaching may be criticized and evaluated.

Discusses the securing of certain definite results to satisfy a child's needs through language, both written and oral, at different age levels.

Deals with the relationship between language and thinking. Explains the psychological and biological processes of thought which provide insight into the uses of language and its relation to educating children of all cultures.

Baruch, Dorothy W. "Creative Language of Kindergarten Children." XIV (Dec. 1937), 288-292.

Believes that kindergarten children should be allowed to be free and spontaneous in their language and be encouraged to make stories and poetry. Teachers should avoid forcing a performance or fixing patterns.

Beckman, Darold R. "The Fifth Language Arts: Non-Verbal Communication." XL (Feb. 1963), 191-193, 218.

Discusses the role of nonverbal communication in the language arts and suggests that nonverbal communication be viewed as a unifying factor for all the other language arts.

Beekman, Jan. "Trying Words on for Size." XLIV (Dec. 1967), 846-848, 912.

Tells of Project Discovery which aims to research and improve the use and administration of a variety of curriculum resources, including a greater use of audio-visual materials. Confines itself to only one facet of language arts—teaching children the power of effective speech, utilizing films, filmstrips, records, and tapes.

Belser, Danylu. "A Point of View in Language Teaching: With Suggestions for the Teacher." III (May 1926), 149-153, 170.

States that a child's experiences determine his success in language understanding and development. Believes that in early grades formal grammar instruction is not necessary. Better instruction in language includes dramatizations and letter writing.

Belser, Danylu. "Theories and Text Books." VI (Sept. 1929), 176-182, 190.

Condenses a view of the history of educational ideas and how they influenced the writing of language texts.

Bontrager, O. R. "Some Possible Origins of the Prevalence of Verbalism." XXVIII (Feb. 1951), 94-104, 107.

Pleads for more accuracy in the use of words to combat "verbalism." Sees complexity of language and its changing nature as the chief reason for this failure to use language economically.

Borgh, Enola M. "The Case for Syntax." XLII (Jan. 1965), 28-34.

Suggests that the earlier a child is introduced to the methods of improving sentence structures, the less likely he will become frozen in the syntactical patterns of his environment.

Brooks, Charlotte K. "Some Approaches to Teaching Standard English as a Second Language." XLI (Nov. 1964), 728-733.

Discusses the problem of teaching reading to the culturally different and deprived who have a language or dialect problem. Suggests teaching standard English as a second language, yet not entirely rejecting the nonstandard English. The "foreign" language being taught to these children must be concrete and interesting and use stimulating objects, pictures, and media; basal readers must be revised.

Burrows, Alvina Treut. "Language for Today's Children—A Review." XXXII (Mar. 1955), 150-153.

Reviews Volume II of the NCTE curriculum series (*Language Arts for Today's Children,* 1954) and considers listening, speaking, reading, and writing in terms of the total curriculum.

Campbell, Justine Tandy. "Selection and Use of Tests of Elementary English." XIX (Jan. 1942), 19-21.

Deals with the purpose of tests to measure educational growth. Offers a list of tests and their correct use.

Carlson, Thelma. "The Sharing Period in First Grade." XLIII (Oct. 1966), 612-614, 618.

Stresses that a sharing period in 1st grade is of value in almost every realm of learning because it involves personal and educational values in a close relationship. Gives hints on the implementation of such a time and ideas for extending concepts introduced by the children.

Clapp, John M. "English in Everyday Life." II (Oct. 1925), 291-292.

Describes the work of an NCTE committee in sending a questionnaire to people of various backgrounds in order to find out ways in which the language was actually used by those people.

Coyner, N. Irean. "Criteria for Evaluating Programs of Oral and Written Language." XXVII (May 1950), 323-329, 334.

Describes 4 factors affecting the growth of children's language power: (1) individual differences; (2) environment; (3) psychology of learning; (4) concept of evolving language. Uses those factors as bases for evaluating language arts programs.

Crosby, Muriel. "Enriching the Language Arts Program for Bright Children." XXXIII (Mar. 1956), 142-145.

Discusses the importance of developing a language arts program for gifted children to emphasize quality of work and sensitivity to words.

Crosby, Muriel. "Factors That Influence Language Growth: Community Influences on Language Growth." XXX (Jan. 1953), 34-41.

Relates parents' and children's responses to mass media as they affect language growth, emphasizing the strong influences exerted by the child's community on language and behavioral development.

Crosby, Muriel. "Of the Times and the Language." XLIV (Feb. 1967), 106-113, 147.

Presents presidential address at 1966 annual meeting of NCTE: (1) new educational demands for a new generation; (2) establishing the morality of American democracy; (3) creating a school climate for emotional health; and (4) great expectations.

Crowley, Dale P. "Language Programs Contrasted." XLIV (Nov. 1967), 756-761.

Describes the Hilo Language Development Project at the Keaukaha Elementary School, Hilo, Hawaii, which was instituted to test a strategy for teaching dialect speakers standard English. Observes that the implications call for a careful consideration of the significant differences inherent in various kinds of language programs.

Curry, Ida J. "Preschool Social Growth through Language." XXIX (May 1952), 288-290.

Stresses that children develop language according to their needs and environment.

Davis, Allison. "Teaching Language and Reading to Disadvantaged Negro Children." XLI (Nov. 1965), 791-797.

Enumerates ways in which the classroom teacher can help the disadvantaged child to learn standard English.

Dawson, Mildred A. "Elementary School Language Textbooks." (1) XV (Mar. 1938), 83-90; (2) XV (May 1938), 199-202; (3) XV (Nov. 1938), 275-284; (4) XV (Dec. 1938), 309-317; (5) XVI (Jan. 1939), 31-38.

Presents a report of an examination and evaluation of elementary school language textbooks in three main classifications and a report of an investigation of current practice in using English textbooks. Describes the content of a desirable language textbook for elementary school and makes suggestions for selection of textbooks.

Compiles 342 responses from 46 states in questionnaire survey. Conclusions: (1) the traditional separate-lesson type book is more widely used than is the unit-activity type; (2) teachers supplement their textbooks generously; (3) whether a textbook is used or not most teachers retain a separate period for teaching English; (4) workbooks are more commonly used in schools where textbooks are not in the pupils' hands; (5) large cities seem less bound by tradition as they abandon the use of textbooks in favor of correlating English with other subjects; and (6) there seems to be no general movement in favor of abandoning the English textbook.

Dawson, Mildred A. "Language Learning Adapted to Learning Pace." XXVIII (Nov. 1951), 402-409.

Affirms the importance of pacing language learning to permit children to grow at their own optimal rate and to allow for individual differences of maturity, experience, and interest. Child growth and development is continuous, but the rate of growth and development is not uniform. Factors influencing growth and development are both intrinsic and extrinsic and include sex, capacity to learn, economic stability, quality of family relationships, and emotional atmosphere in which children live. Content to be learned must be defined and organized sequentially from simplicity to complexity in order to adapt language learning to learning pace.

Dawson, Mildred. "Language Text Books: A Study of Five Recent Seventh Grade Texts." (1) VI (Feb. 1929), 43-46, 48, 52; (2) VI (Mar. 1929), 69-73, 78.

Claims that there is too much stress on grammar in 25 language-composition texts studied, but the trend is toward functional grammar. Evaluates texts as to independence allowed pupils; upper grade texts try to raise scholarship standards.

Dawson, Mildred A. "Recent Language Textbooks: A Study of Six Sixth Grade Texts." XIV (Mar. 1937), 89-95.

Reports progressive tendencies in 6 texts, in terms of Roy I. Johnson's significant tendencies: (1) cumulative standards are few but consistently carried forward; (2) activities are functional socially; (3) reading and expression are correlated to emphasize common thought functions; (4) enrichment is provided for superior pupils; (5) summary tests end each chapter; (6) socialized procedures are used; and (7) appropriate models appear at frequent intervals.

Dawson, Mildred A. "Recent Sixth Grade Language Textbooks." XIII (Mar. 1936), 85-89, 100.

Relates the concluded results of a study of 6th grade language textbooks. Makes comparisons in such categories as grammar, literature, composition, and guidance. Includes method of recording strengths and weaknesses of each.

Dearborn, Frances. "A Newspaper Activity with a B3Z Group." II (Sept. 1925), 250-251.

Discusses the activities of retarded children in composing a daily newspaper. Oral language composition and discussion preceded all writing.

DeBoer, John J. "Earmarks of a Modern Language Arts Program in the Elementary School." XXXI (Dec. 1954), 485-493.

Outlines 12 criteria of the language arts program in the elementary school.

DeBoer, John J. "Grammar in Language Teaching." XXXVI (Oct. 1959), 413-421.

Discusses several aspects of teaching grammar at different levels.

DeBoer, John J. "Some Sociological Factors in Language Development." XXIX (Dec. 1952), 482-492.

Summarizes research findings illuminating the importance of certain sociological factors determining the child's personality and language arts development.

Dobbs, Mary Carolyn. "Autumn Activities in the Special Class." XXXVII (Nov. 1960), 451.

Describes how one teacher of slow learners used creative art work and sensory and concrete experiences to lead into language activities including speaking, vocabulary building, reading, and writing involving abstract concepts.

Driggs, Howard R. "Life Lines in Language Work." XVII (Jan. 1940), 11-14.

Discusses the controversy of "accuracy first" vs. "fluency first" in language work.

Duboc, Jessie L. "Creative Expression in the Language Arts." XX (Apr. 1943), 151-154.

Discusses the importance of recognizing the interrelationships of the language arts. Suggests ways of providing for creative expression in the schools.

Emig, Janet A. "Language Learning and the Teaching Process." XLIV (Oct. 1967), 602-608, 709.

Asserts that some linguists divide the teaching of the native language into 3 major modes: prescriptive, descriptive, productive. Examines these approaches and shows how the various methods require definite and different teacher attitudes and aptitudes.

Felton, Wilma. "The Values of Workbooks in a First Grade Reading Program." XXXIV (Oct. 1957), 377-382.

Outlines 6 worthwhile features of workbooks and 7 criticisms of workbooks.

Frazier, Alexander. "Helping Poorly Languaged Children." XLI (Feb. 1964), 149-153.

Summarizes a point of view on language development of young children. Suggests structuring a framework for language growth, giving a table for thinking processes and activities.

Fristoe, Dewey. "The Teaching of Language in the One-Room Country School." XIV (Feb. 1937), 35-41.

Shows weaknesses of one-room schools and gives suggestions for improving the language instruction.

Goodnick, Benjamin. "New Words and New Relationships." XXXV (Feb. 1958), 123.

Emphasizes the need for better communication between adults and children. States that this language deficiency situation seems only to be a symptom of much larger and more serious deficiency.

Greene, Harry A. "The Drill Content of Certain Language Tests and Practice Exercises." VII (Sept. 1930), 163-169, 183.

Analyzes contents of 15 standardized language tests and 18 drill booklets and finds overlap in drill and testing; drills to develop language usage were inadequate. Indicates the doubtful usefulness of analytical tests and corrective drill exercises in improving instruction.

Hardre, Rene, and Harriman, Philip L. "Some Lessons We May Learn from the Teachers of France." V (Sept. 1928), 195-198.

Discusses 5 activities French pupils participate in for acquisition of powers of expression.

Hawland, Helen Cotton. "A New Procedure in Teaching Language." XIII (Mar. 1936), 90-93, 115.

Deals with a new method of teaching writing and spelling in the lower primary grades. Explains briefly the procedure used and the results obtained.

Heffron, Pearl M. "Our American Slang." XXXIX (May 1962), 429-436, 465.

Feels that, in general, slang is still infantile in content and has become decidedly personal. Habitual slang cripples the vocabulary; it tends toward gross exaggeration and frequently causes confusion.

Herrick, Virgil E., and Leary, Bernice. "Children's Language Development and Home and School Practices." XXX (Oct. 1953), 361-373.

Examines 5 specific directions for parents and teachers in their effort to guide the language development of children.

Hilton, Ernest. "The Teaching of the Language Skills: A Statement of Policy." XXX (Apr. 1953), 202-206, 213.

Formulates a statement of policy on the teaching of language skills.

Holmes, Ethel E. "Vertical Integration in English." XI (Nov. 1934), 229-233, 249.

Feels that the uses of language in life situations demand such qualities as clearness, unity, sequence, confidence in the worthwhileness of one's own thoughts, respect for the conventions of language, need for utilization of language skills, and conscious attention to effective listening. States that the only excuse for any technic is its power to make more effective worthwhile information or practice. Integration of content and method as determined by the age and development of the pupil is the desirable goal of education.

Hughes, Marie M., and Cox, Vivian K. "The Language of First Grade Children." (1) XXVI (Nov. 1949), 373-380, 406, (2) XXVI (Dec. 1949), 468-474, 495.

Reports a study of child speech in 1st grade and an analysis of primers and preprimers in California schools, 1946-1949, for speaking and reading vocabularies.

Lists 5 observations for writers of beginning readers for children to use in preparing reading material.

Hussain, Donna. "Is the Teaching of Foreign Languages in the Elementary School Worthwhile?" XL (Dec. 1963), 821-824.

Examines arguments supporting elementary foreign language programs and concludes that the teaching of foreign language at this level is not worthwhile.

Johnson, Lois V. "Language Activities and the Study Trip." XXXV (Feb. 1958), 108-111.

Recommends that study trips not necessarily be limited to motivating children to write stories and draw pictures. Suggests other subsequent activities.

Johnson, Lois V., and Bany, Mary. "Building the Interrelated Arts through Space Travel." XXXII (Apr. 1955), 229-231.

Suggests ways the interrelated language arts can be taught through a research project of space travel, integrating reading, writing, speaking, and listening.

Johnson, Roy Ivan. "The State of the Language Reconsidered." XIV (Mar. 1937), 77-79, 95.

Attacks the "liberals" in English. Maintains that teachers must coordinate the use of mental processes in handling ideas with the use of language in expressing ideas.

Jones, Marian I. "Use Your Imagination." XL (Mar. 1963), 271-272.

Points out that personal experiences are not often sufficient to create—the use of one's imagination is necessary. Grade school children have not had enough experiences; that is why they are asked to use their imagination so often.

Knipp, Helen Bachman. "The Development of Thinking and of Concepts." XXVIII (May 1951), 290-297.

Gives insights into the field of semantics. Encourages efficiency by helping to develop varying concepts for the same word. Stresses teachers' use of semantics to help students become better writers and speakers. Includes exercises to develop awareness and sensitivity to word meanings.

Knode, William P. "There's No Freeze on Language." XXVIII (Oct. 1951), 336-338, 346.

Points out how many words over the years have changed considerably in meaning. Because language is not a permanent, set thing, it becomes important for the classroom teacher to understand this continuous process of change and to make use of it in teaching.

La Brant, Lou L. "The Changing Sentence Structure of Children." XI (Mar. 1934), 59-65, 86.

Presents a study to investigate collective and personal language development and to report some principles suggested by the study. Also discusses a program of core teaching at the Ohio State University experimental school.

Lane, Ralph H. "Just Try to Beat the Dutch in Language Arts!" XXX (May 1953), 289-292.

Discusses language teaching in the Netherlands and compares it with teaching in the United States. Schools in the Netherlands do not provide for reading readiness or grouping.

Lapolla, Garibaldi M. "Problems of Teaching English in the Elementary Schools." XVI (May 1939), 184-190.

States that (1) schools should not teach antiquated usage of language; (2) standards for children should be within their reach, and identifiable for each class, so that each group can judge individual compositions in accordance with established standards; (3) sources of motivation other than desire for promotion and desire to please teachers should be identified and used; and (4) instruction in English ought to be an outgrowth of experience.

Lawson, Douglas E. "The Content of Elementary Language Textbooks: Objectives, Grade Placement and Drill Frequency." XII (May 1935), 120-122.

Examines to what extent authors of elementary textbooks in language are agreed with regard to the objectives of language study, grade placement of material, and the frequency of drill upon specific items of language and grammar. Discovered that no fundamental agreement in the matter of establishing objectives exists. There also seems to be little agreement among authors in regard to what content materials should be taught, where they should be presented, or in regard to the objectives of the lessons presented.

Lawson, Douglas E. "The Content of Language Textbooks." XII (Mar. 1935), 57-59.

Considers the question: To what extent do textbooks for elementary grades agree in the matter of content for each particular grade? Thirty-four books for grades 5, 6, 7, and 8 were analyzed with the following findings:

Grade 5–In 7 texts, 145 items of language usage were found with only 12 items commanding the attention of all books studied; grade 6–In the study of 7 textbooks, 140 items were presented with only 6 of the items being included in all 7 texts; grade 7–170 items were presented with 21 items being included in all 10 texts; grade 8–In 11 texts, 218 items and language concepts were presented with 18 items being included in all 11 texts. There is little agreement among textbook writers as to what specific language items should be presented to pupils in a particular grade.

Lefevre, Carl A. "Language and Self: Fulfillmentt or Trauma?" (1) XLIII (Feb. 1966), 124-128. [See also Lefevre, p. 118.]

Discusses the importance of the psychology of adjustment in the learning process for children in the language arts.

Lewis, Claudia. "Language and Literature in Childhood." XLIV (May 1967), 518-522.

Presents some of the relationships between literature and language. Suggests involvement in the literature and the use of familiar language.

Lindahl, Hannah M. "Vitalizing the Language Program." XXI (Dec. 1944), 286-291, 300.

Discusses means of making language more exciting in the classroom through extensive unit plans.

Lloyd, Donald J. "The Child Who Goes to School." XXX (Nov. 1953), 411-416.

Expresses a father's fear and doubts about how the teachers of his daughter's school will cope with the 4- to 6,000-word vocabulary that his daughter knows when she enters school. Expresses concern about teachers teaching "good English" according to adult standards instead of understanding how the child has built up her own "good English" within the cultural attitudes and practices of her family and friends.

Loban, Walter. "Human Relations Now." XXVIII (Mar. 1951), 121-123, 135.

Points out the need for depth skills in English courses that enable students to look for ideas over and above external forms of the language. Stresses the need in democratic society for students to differ with others' ideas, to handle group discussions, and to distinguish between fact and opinion in order to become responsible citizens.

Mabie, Ethel. "Language Ability and Personality Adjustment." X (Sept. 1933), 165-168.

Stresses the value of the unit method of teaching language so as to meet the needs of individual children, physically, hygienically, and psychologically.

Mabie, Ethel. "Releasing Language Power." XII (Mar. 1935), 64-68.

Feels that criticism, competition, and constant correction are barriers to language expression. Lists courtesy, interest, naturalness, appropriateness, and correctness as objectives of expression. Activities that provide a natural opportunity for language development are book talks, story hours, programs, dramatizations, radio programs.

McCarthy, Dorothea. "Factors That Influence Language Growth: Home Influences." XXIX (Nov. 1952), 421-428.

Presents a discussion of sociological and psychological home influences as factors related to a child's academic readiness in the language skills.

McCowen, Annie M. "Opportunity to Develop Skill in Communicating Ideas." XIX (Mar. 1942), 99-104, 110.

Believes that language skills should have a definite part in the schedule in the elementary schools; after the skills have been taught, they should be correlated with other subjects.

McDavid, Raven I., Jr. "The Cultural Matrix of American English." XLII (Jan. 1965), 13-21, 41.

Explains how different dialects make the job of the English teacher complicated. Proper recognition of dialects promotes understanding among people.

Mackintosh, Helen K. "Elementary Schools Set Their Goals for Language Arts." XXXIV (Oct. 1957), 367-370.

Gives reasons and evidence why schools should reexamine their goals: (1) increasing number of children (resultant shortage of teachers and classrooms); (2) children on the move from school to school; and (3) modern means of communication exerting influence upon education.

Marcus, Marie. "A Functional Language Program in a Sixth Grade." XXXVII (Oct. 1960), 389-391.

Describes a study which compared a group of 6th grade pupils who were taught functional language with a group taught correct written expression in a conventional way: pupils taught functional language did significantly better in oral and written expression than those taught conventionally. Maintains that the structural analysis method of language instruction ought to be reevaluated and functional language instruction continued and increased.

Martin, Clyde. "Developmental Interrelationships among Language Variables in Children of the First Grade." XXXII (Mar. 1955), 167-171.

Discusses the problem of whether interrelationships exist between reading and other aspects of language study—oral language, motor skill, writing, readiness.

Metz, Elizabeth F. "Poverty, Early Language Deprivation, and Learning Ability." XLIII (Feb. 1966), 129-133.

Distinguishes some specifics in the task of teaching language arts to the culturally deprived.

Millard, Louise Brand. "What Is Childhood's Native Language?" VIII (Feb. 1931), 33-34.

Deplores adults who superimpose their manner of expression on children and thus inhibit children's natural thoughts and destroy their natural beauty of expression.

Miron, Murray S. "The Quality of Qualification." XLII (May 1965), 553-558.

Describes research on natural languages and the psycholinguistic characteristics of the people who speak them.

Olsen, James. "When Children Are Silent." XLIII (Dec. 1966), 877-879.

Discusses the fact that schools play a part in causing the verbal silence of children. Suggests ways to construct a total language program for helping children to verbalize.

Painter, Helen W. "Meeting Individual Differences through the Language Arts." XXXI (Feb. 1954), 85-91.

Stresses teachers' knowing individual needs, the background, and the likes of the child. Notes that to get the most out of what he reads, the child must not become frustrated by his experience.

Peterson, Robert O. H. "The Hilo Language Development Project." XLIV (Nov. 1967), 753-755, 774.

Describes the development in its pilot stages of a project which taught standard English to children who speak a dialect of

English which is different, in an endeavor to enhance their oral communication, reading, writing, and comprehension of other areas of the school curriculum.

Ponder, Eddie G. "Understanding the Language of the Culturally Disadvantaged Child." XLII (Nov. 1965), 769-774, 797.

Presents the problem of schools faced with a sizable number of children who are considered educationally and culturally disadvantaged. Discusses ways a teacher can help to improve the written and spoken language of these children.

Ross, Charles S. "The Writing System." XLIV (Nov. 1967), 775-778.

Offers examples to support the claim that the English writing system is much more regular than has been supposed. Not only phonological rules but also the syntax and morphemes added to words provide real help to the learner in the complex task of mastering the system.

Schicker, Edna. "Teaching Language Fundamentals." VII (Sept. 1930), 172-174.

Suggests that language fundamentals in elementary schools should be stressed in all grades, but actually brought to culmination in 7th and 8th grades. States that there is a limitation to language teaching in the elementary school. Training should be determined by (1) common language needs; (2) specific language habits of need; (3) amount pupils can acquire with effort in each grade. Includes a course of study.

Schleicher, Russell F. "Elementary Hobby Show." XXXIV (Feb. 1957), 95-98.

Describes how hobbies can influence language arts growth and one's own developmental growth.

Schmidt, Bernardine G. "Creative Ways of Retarded Children." XX (Jan. 1943), 16-19.

Believes expression in language arts can be creative when a child conceives it as a purposeful communication of ideas and then is given freedom to express his ideas. A secure friendly atmosphere stimulated by the teacher is an incentive for retarded children to live creatively and work happily and usefully in an atmosphere of comradeship and cooperation.

Seegers, J. Conrad. "Interpreting Language —An Essential of Understanding." XXVIII (Jan. 1951), 35-38, 48.

Pleads for reading instruction that stresses reading for meaning from contextual clues and semantic approach to vocabulary. Lists pitfalls in interpreting language: overgeneralizations, figurative language, and abstractions that allow for varied interpretations as opposed to precise definitions.

Simmers, Mrs. C. L. "The Teacher's English." III (May 1926), 154.

Maintains that the teacher's use of language leads students to correct usage; growth in power of expression is essential to the student or he will remain mute.

Stahl, Stanley S., Jr. "The Language Arts in Today's World." XXXVIII (Dec. 1961), 556-560, 565.

Discusses the changing and expanding language needs of children in the 1960's. Considers 12 vital factors of language development and instruction.

Staiger, Ralph C. "Misunderstood Davy: A Footnote." XXXVII (Mar. 1960), 190-191.

Reports the results of a questionnaire to determine the adequacy or inadequacy of children's understanding of word meaning. Children at the George Hurst School on the Mississippi Southern College campus were interviewed. The major implication of the study was that no matter how familiar the material is to children, parroting of words is no guarantee that they know their meaning.

Stauffer, Russell G. "Language and the Habit of Credulity." XLII (Apr. 1965), 362-369.

Traces the stages in learning and using language from the earliest associative stage, through multiple meaning and figurative language, until one arrives at concepts. Describes the 5 types of thinking involved in the process as associative, convergent, problem solving, critical, and creative. Suggests that the teacher has an important role in directing reading-thinking technics to develop skills of reflective thinking.

Strickland, Ruth G. "Creative Activities in the Language Arts in the Elementary School." XXXII (Mar. 1955), 147-149.

Defines creativity in children and discusses the self-concept of the creative child and the school climate which best fosters his development.

Strickland, Ruth G. "Factors That Influence Language Growth: School Influences." XXIX (Dec. 1952), 474-481.
Delineates influential factors affecting language arts development in school.

Thompson, Blanche Jennings. "An Investigation of a Minor Language Skill." VIII (Apr. 1931), 88-90.
Shows concern over the lack of attention paid by educators to the minor language skill of copying. Defends copying by saying it is a skill that carries over from school into vocational life.

Tomlinson, Ethel. "Language Arts Skills Needed by Lower Class Children." XXXIII (May 1956), 279-283.
Reports a study of selected skills well developed by the middle class child before he enters school and the level of skills development of lower class children of the same age.

Tomlinson, Loren R. "Accepting Regional Language Differences in School." XXX (Nov. 1953), 420-423.
Points out how regional differences in speech can become a firsthand enrichment experience for a classroom. Shows that regional differences in language have presented no significant barrier to communication; warns against standardizing so much that English becomes a dead language.

Trabue, M. R. "Devitalizing Elementary Language." XII (Mar. 1935), 53-56.
Describes ways to devitalize pupils' interests in language: (1) generalize: teach general principles rather than specific habits; (2) formalize: make every feature of the language instruction as formal as possible; (3) judge: be strictly impartial and impersonal; (4) discipline: make the child conform.

Trauger, W. K. "Our Plastic Language." (1) XVIII (Apr. 1941), 155-159; (2) XVIII (May 1941), 182-186.
Part 1 discusses sentences as used in composition. Suggests that flexible language implies more than grammatical accuracy.
Part 2 discusses language as a basis for literary craftsmanship.

Verner, Dorothy. "Opportunities for Incidental Language Teaching." XV (Mar. 1938), 105-107.
Discusses a study which was made of expressional situations that arose during classes other than English. Suggests that every teacher should use every opportunity in every class activity to teach English.

Wesley, Frank and Mary Rose. "Why Ivan Can Read." XXXIX (Mar. 1962), 191-193.
Presents a comparison of Ivan, a Russian boy, and Johnny, an American boy, in language development. Although Ivan has 6 more symbols to learn in his alphabet than an American child, he learns more quickly and easily because each symbol has an invaluable phonetic constancy. Suggests that correction of our phonetic inconsistencies would give the child more time for further study, making his entire schooling more profitable and probably more pleasant.

Wilson, Charles H. "A Superintendent's Debt to His English Teachers." XXX (Nov. 1953), 423-426.
Gives credit to teachers who recognize an immaturity in language development and at the same time the evidence of capability to go on to schools of higher learning. Relates how his teachers tried to motivate him in spelling and language. Gives credit to teachers for recognizing an individual who may not measure up to the highest academic grades but has promise of his own.

Witty, Paul, and Blumenthal, Rochelle. "The Language Development of an Exceptionally Gifted Pupil." XXXIV (Apr. 1957), 214-217.
Describes the behavior of a highly gifted kindergarten boy.

Wrightstone, J. Wayne. "Newer Appraisal Techniques in Language." XVIII (Nov. 1941), 243-249, 278.
Enumerates the methods and tests available for measuring achievement in grammar, usage, composition, and reading.

Letters and Letter Writing—21

Bauman, Charles. "Sixth Graders Write to England." XL (Jan. 1963), 28-29.

Describes a 6th grade exchange of letters with overseas students providing pleasant motivation for writing.

Chubb, Percival. "Letters and Letter-Writing." XXIII (May 1946), 219-220.

Indicates to teachers the need for improving letter writing instruction. Believes pride in good workmanship must be evoked in the child. Also points out that letter writing lends itself to mastery of good writing technics.

Falk, Ethel Mabie. "Letters to Enrich Children's Experience." XVIII (Mar. 1941), 77-82, 112.

Stresses the importance of correct letter writing for enrichment of relationships with others.

Fitzgerald, James A., and Knaphle, Lawrence C. "Crucial Language Difficulties in Letter Writing of Elementary School Children." XXI (Jan. 1944), 14-19.

Reports analysis of children's letters to find skills children need to improve letter and sentence writing.

Grubs, Bernice. "Putting English into Practice." XXXVIII (May 1961), 292-297.

Reviews the experiences of a 4th grade class with their blind pen pals showing the similarities and differences in their way of life and the importance of written language.

Rice, Mabel F. "Dead Letters." VII (Nov. 1930), 225-228, 238.

Stresses necessary skills of letter writing taught in the elementary intermediate classes.

Rice, Mabel F. "Dead Letters." XVIII (Mar. 1941), 83-88.

Uses personal experience in a mail order catalog store to emphasize the importance of legibility and correct and complete return addresses, and to discourage abbreviations in addresses.

Rice, Mabel F. "Letter of Complaint." XXI (Jan. 1944), 20-23.

Prescribes a method of teaching courteous but purposeful letter writing.

Rice, Mabel F. "A Soft Answer Turneth (Letters of Explanation and Apology)." XXI (May 1944), 193-194.

Uses experience situations as motivators for children's composition.

Salisbury, Gordon S. "Functional Letter Writing." XXXI (Mar. 1954), 156-157.

Describes letter writing project involving children who obtained information on visual aid equipment to be purchased by the school.

Smith, Harriet J. "Letter-Writing as Composition." XV (Mar. 1938), 103-104.

Suggests letter writing as a motivating force in teaching good composition.

Tate, Harry L. "A Class Project in Letter Writing." XVI (Mar. 1939), 93-96.

Describes an 8th grade class's experience in writing letters to children of their own ages and grades in other cities and in foreign countries.

Treanor, John H. "Courtesy through Letters." XXIII (Apr. 1946), 175-177.

Discusses effective letter writing as a refined and useful method of communication.

Treanor, John H. "The Envelope Needs Teaching, Too." XXIII (Nov. 1946), 299-300.

Discusses how the teaching of the envelope should be significant in the teaching of letter writing. Advocates specific lessons: (1) concern with communication in general, (2) narrowing the field of communication to the letter, (3) study of the letter form, (4) study of the envelope. The author brought in examples of envelopes actually received. The pupils examined these. Next the class evolved the characteristic form of the superscription with emphasis on its position on the envelope. Then came individual pupil application. Before concluding the lesson, the children were taught how to fold letters.

Wagner, Ruby. "An Effective Thank You Letter." XXV (Feb. 1948), 114, 121.

Presents a warm thank you letter written in simplicity and sincerity from an old disabled woman.

Walsh, Marian M. "Business Letters." VII (Sept. 1930), 170-171, 178.

Suggests display of business letters and related newspaper clippings to motivate students. Lists 6 characteristics that "do good" in business letters. Points out that letter writing should interest each child and particularly the boys.

Walsh, Marian M. "Letter Writing in the Elementary Grades." X (Sept. 1933), 169-173, 182.
Stresses the importance of children's learning to write letters as a result of an experience and not from a copy in a book.

Walsh, Marian M. "A Unit of Study in Letter Writing." VI (May 1929), 129-132.
Presents a unit of work used by the author in her English class at the Peabody Demonstration School.

Ware, Inez Marie. "Business Letters That Should Be Written." XXXV (May 1958), 305-307.
Shows a way to create interest in writing business letters.

West, Lena. "Improving Children's Letters." XXI (Dec. 1944), 303-305.
Recommends that teachers help students to write more varied letters to fathers overseas (WWII); gives procedure for such an approach.

Wiedon, Vivian, and Hale, Elizabeth. "Dearest Safety Council . . ." XXI (Oct. 1944), 218-220.
Suggests correlating letter writing of pupils with a unit on safety.

Yee, Albert H. "Purpose and Motivation in Teaching Letter Writing." XLII (Nov. 1965), 805-807.
Discusses the teaching of letter writing as a real experience. Suggests ways to use letter writing in subjects other than English.

Zaner, Gene. "The Curriculum and Dr. Einstein." XXXII (Nov. 1955), 447-449.
Relates an experience of a 5th grade teacher whose class wrote and received a letter from Dr. Einstein.

Zeligs, Rose. "Letter Writing in the Sixth Grade." XVIII (Mar. 1941), 89-95, 112.
Includes tips to remember when teaching letter writing, such as: (a) personal and informal letters to relatives and friends, (b) "thank you" letters, and (c) pen pal letters, and further information about ways to improve the content of letters.

Lexicography—22

Anderson, Marion A. "Using the Dictionary in the Elementary Classroom." XLI (Apr. 1964), 334-339.
Discusses the far-reaching effects when children learn the value of dictionaries and the skills in using them.

Artley, A. Sterl. "Readiness for Dictionary Usage." XLI (Apr. 1964), 348-350.
Relates the kinds of readiness a child needs in order to make the introduction of the dictionary a meaningful experience: readiness for locating words, readiness for deriving the meaning, readiness for pronunciation.

Baehr, Ann Ediger. "An Evaluation of the 1952 and 1962 Editions of the Thorndike-Barnhart Beginning Dictionary." XLI (Apr. 1964), 413-419.
Criticizes the Thorndike-Barnhart Dictionary as a reference book because of its narrow point of view, inadequate definitions, and poorly illustrative sentences.

Carlson, Ruth Kearney. "A Dictionary Is Born." XLI (Apr. 1964), 395-403, 439.
Gives detailed information on the time and effort expended to produce a dictionary.

Hansen, Harlan S. "A Talking Dictionary." XLI (Apr. 1964), 362-364, 375.
Suggests the production of an "oral" dictionary that does an exacting job in giving the correct pronunciation of a word. Several companies have come up with the technological inventions which can make such a dictionary possible.

Hillert, Margaret. "The Dictionary in the First Grade." XLI (Apr. 1964), 346-347.
Describes a 1st grade teacher's experiences in teaching the use of the dictionary.

Hopman, Anne, and Yocham, Pearl. "The Dictionary—As Children See It." XLI (Apr. 1964), 327-333.
Suggests a plan for evaluating a program of teaching the function of the dictionary and the skills for dictionary use in the ele-

mentary schools. Includes the procedure used in the research and the conclusions drawn from the study.

Kelley, Victor H. "The Use of the Dictionary in the Elementary Grades." XIII (Jan. 1936), 17-19.

Concerns the lack of knowledge students possess in the use of the dictionary. Lists skills and technics that should be taught for the effective use of the dictionary.

Lamb, Pose. "Helping the Elementary School Child Use the Dictionary More Effectively." XLI (Apr. 1964), 404-409, 412.

Encourages developing in children a regard for the dictionary as a source of interesting and informative data. Regards the dictionary as a *guidebook* rather than a book of rules and advocates using several different dictionaries from several levels, so as to allow adjustment of instruction to fit individual needs while providing an opportunity for comparison and contrast of the variations in definitions, diacritical markings, and pronunciation keys. Includes criteria for selecting dictionaries for classroom use: size of the vocabulary, the reputation of the publisher and the editor, the format, word treatment, the availability of a guide for teacher and pupils.

Lubway, Raymond A. "Some Practical Considerations about Dictionary Work." XLI (Apr. 1964), 376-379, 433.

States that the present method of making a student look up a word and copy down the definition does not make him understand the extensive use of abbreviations and symbols, thus eliminating the dictionary as a source of information about pronunciation and historical meaning. Presents some activities to help children overcome the complexities of the dictionary.

MacCarthy, Josephine I. "When Elementary Children Use Reference Books." XXXVI (Apr. 1959), 240-243.

Suggests how to deal with reference work done in a 6th grade class; deals with the problem of children copying when gathering data in reference work; suggests that children not use the encyclopedia until they know how to outline or write material in their own words.

Monroe, Marion. "The Use of Picture Dictionaries in the Primary Grades." XLI (Apr. 1964), 340-345, 347.

Advocates the use of picture dictionaries in the primary grades as preparatory for the beginning dictionary in the middle grades.

Moore, Walter J. "The Contribution of Lexicography to the Teacher of Language Arts." XLI (Apr. 1964), 388-394.

Discusses how the language arts play a major role in the elementary school curriculum because they represent the content and skills on which most learning is based. Reading instruction appears to be substandard: some students are unable to evaluate what they've read; others cannot extract meaning because of a deficient reading vocabulary. Ineffective training in using the dictionary may be a source of the difficulty. Suggests perspectives on the problem that will help bring about solutions.

Murray, C. Merrill. "Selecting an Elementary School Dictionary." XXXIV (May 1957), 293-297.

Lists 4 considerations in selecting elementary school dictionaries (scope, reliability, format, word treatment), and provides a chart to assist in the selection of dictionaries.

Olson, Helen F. "The Dictionary as a Basic Text." XLI (Apr. 1964), 365-369.

Stresses the importance of using the dictionary day by day for practical use. Gives a sequence of dictionary study followed by Seattle teachers.

Parke, Margaret B. "Picture Dictionaries." XXXII (Dec. 1955), 519-524.

Discusses the value of picture dictionaries in engaging the child's interest in words.

Pickard, Vera E. "Training Children to Use the Dictionary." X (June 1933), 139-142, 150.

Maintains that the teacher must first familiarize herself with the dictionary. Predictionary work should come in the 2nd grade, introducing the dictionary in 4th, and actual training and practice in 5th grade.

Pooley, Robert C. "The School Dictionary: Source Book for the Study of English." XLI (Apr. 1964), 380-387, 394.

Objects to the current limited dictionary usage in elementary and junior high schools —finding correct spelling and word meaning. Presents the dictionary as a source book for teaching fundamental concepts about the English language and suggests that it will always serve students as a readily available reference, more trustworthy than a textbook. Establishes a definite relationship between dictionary skills and facility in English, citing 5 concepts concerned with the nature of the language.

Raddatz, Agnes, and McAlister, Gladys M. "The Use of Encyclopedias in Elementary Schools." X (June 1933), 146-147, 160.

Contends that comprehension is the important factor to consider when selecting encyclopedias for children. Since many children have interest levels higher than their reading ability, definite training in use of encyclopedias is important for helping children to absorb the information given in them.

St. John, Dorris. "Difficulties Met by Sixth Graders in the Use of the Dictionary." XL (Jan. 1963), 30.

Reports a survey of dictionary use in 6th grades in northern Illinois and lists the common problems encountered.

Stephens, Robert. "A Cheerful View of the Dictionary." XLI (Apr. 1964), 410-412.

Gives a practical application in making dictionaries enjoyable to use through games, contests, and exercises.

Stones, Charles. "Dictionaries: A Second Introduction." XLI (Apr. 1964), 370-375.

Suggests that from 10th grade up students should be introduced to the dictionary as a source of information about the humanity of the English language—the etymology of words.

Strickland, Ruth G. "The Dictionary . . . by Way of Introduction." XLI (Apr. 1964), 325-326.

Expresses the desire that children become familiar with the dictionary and with a positive attitude. Points out the many resources the dictionary can afford for better learning of vocabulary.

Wood, Velma. "Developing the Dictionary Habit." X (Dec. 1933), 263, 266.

Offers questions believed valuable in stimulating interest in the encyclopedia.

Libraries—23

Achtenhagen, Olga. "The Children's Library." I (Sept. 1924), 189-190.

Describes the main divisions in the children's library and cites utility of various kinds of exhibits, collections of nonfiction, and the "usual" recommended books.

Agree, Rose H. "Building a Library Enrichment Program." XXXVII (Mar. 1960), 159-163.

Describes the program of activities planned by the Library Enrichment Classes at Forest Road School, Valley Stream, N. Y. An audiovisual approach was agreed upon to include: (1) weekly picture book reading to the primary grades; (2) tape recordings for local use and foreign exchange; (3) discussions of television, movies, comics, and radio, with emphasis on television; (4) and creative dramatics and storytelling. Consensus of the groups was (1) that none would completely forego reading in favor of TV; (2) that the best of all media should be enjoyed and be available to all children; and (3) that contributions can be made by every medium if properly used. Concludes with a 5-point statement about the role of the library in this program.

Agree, Rose H. "The School Library, 1958." XXXV (May 1958), 307-309.

Shows the importance and significance of a good school library.

Aldrich, Grace L. "A Library Catalogue Lesson." XIV (Oct. 1937), 209-212.

Explains the role of the librarian in introducing the card catalog to a 4th grade during three sessions; describes games and tests used in the instruction.

Andrews, Siri. "Books for Adolescents." V (June 1928), 161-163.

Discusses ways in which the public library can serve adolescents. Librarians need to be aware of the difficulties associated with children of various ages and to supply them with books that provide information for answering their questions and satisfying their curiosity.

Antonita, Sister M. "Children's Books in Adult Libraries." XVIII (May 1941), 187-189.

Traces the brief history of how children's books found their way from the school room to the library. Relates the arrangement that evolved into the separate room scheme for children's books. Discusses the change that took place in the books themselves—life, action, and color replaced the drab sketches and print found in the old books.

Archer, Marguerite P. "Library Opportunities for Children in the Primary Grades." XXXIX (Feb. 1962), 109-113.

Criticizes the practice of denying to primary age children the privilege of borrowing library books. Points out the special advantages that a lenient library lending program would have for problem children.

Bacon, Frances Atchinson. "Epaminondas at the Library." XII (Dec. 1935), 257-259.

Tells of branch library in a deprived area of Baltimore. Relates many delightful characteristics and favorite categories of the children, and the shortcomings of the library.

Baginski, Johanna. "A Library in the Third Grade." III (Jan. 1926), 19-21.

Describes how a class formed a classroom library and used the library. Lists suggested books and magazines.

Bamberger, Richard. "Foundation and Development of the Austrian Children's Book Club." XLIV (Mar. 1967), 223-227.

Gives a brief history of the Book Club and presents its objectives: reviewing current books, encouraging book exhibits, and producing a Parents' Year Book. Explains special functions of the Club.

Barker, Vilda. "Informal Testing of the Use of Books and Libraries." (1) X (June 1933), 143-145, 159; (2) X (Sept. 1933), 174-176, 182; (3) X (Oct. 1933), 205-208.

Maintains that the development of skill in the use of a reference book should be gradual and should have constant practice. A knowledge of the essential parts of the book is the first crucial step to take.

Discusses the index of a book and the abilities for using it successfully. States that training in the basic steps should begin in the lower grades and be built on throughout the grades.

Discusses the importance of the card catalog and the knowledge needed in order to use it. Emphasizes teaching the use of the library through its use and explanation as necessary. Includes an informal test in the use of the library.

Batchelder, Mildred. "The Teachers College Library and the Elementary School Teacher." V (June 1928), 166-167, 173.

Discusses the role the teachers college library plays in preparing prospective teachers to appreciate books and develop discriminating taste in their selection, and the role the elementary school library plays in meeting the needs of elementary school children. Describes libraries of state and national agencies, and city and school libraries and their relation to education.

Benson, Rachel. "Child Problems in the Reading Room." II (Dec. 1925), 362-363.

Discusses the advantages of turning a child loose in a library: the child will feel free to use his instinct of curiosity in choosing reading materials and will have the joy of discovering for himself.

Blosser, Mary. "Miss Alcott's Reception." XIX (Oct. 1942), 194-196.

Describes a class's experience when they enacted a reception for Louisa May Alcott in an assembly to stimulate the pupils in their reading. Only those who had read a book by Miss Alcott could participate. Since no memorization of lines was necessary, there was a spontaneity even on the part of the slow learners. The children enjoyed the idea of attending a reception.

Broening, Angela M. "Factors Influencing Pupils' Reading of Library Books—A Baltimore Book Survey 1931-1933. XI (June 1934), 155-158, 161.

Describes a survey conducted in Baltimore to find why certain library books circulate frequently while others seldom are moved from shelves. Includes procedures of the survey and a list of 47 books the survey found popular.

Brumbaugh, Florence. "A Library Grows." XXII (Oct. 1945), 214-216.
Discusses ways to involve the students, parents, and community in helping to build up the school's library.

Burns, Paul C. "Research in Language Arts for the Library-Oriented, Mentally Advanced Pupil, Grades 4, 5, 6." XXXIX (May 1962), 427-429.
Feels that one means of challenging talented pupils in language arts is to provide opportunities for investigation of encyclopedias, general reference books, and trade books. Lists questions to use for stimulation.

Calhoun, R. Thomas. "Why Not a Central Library in Elementary Schools?" XXXVIII (Jan. 1961), 37-40.
Lists several of the advantages of a central library in an attempt to justify its inclusion in elementary schools.

Carney, Catharine D. "The Fifth Graders Organize the School Library." XIX (Feb. 1942), 59-63.
Relates how a group of 5th graders were chosen to organize the library in their new school building.

Certain, C. C. "The Elementary School Library Defined in Dollar and Cents." II (Mar. 1925), 101-105.
Advocates that the best libraries are provided for in the annual budget and have qualified librarians. Gives outline of school libraries for various areas.

Certain, C. C. "Elementary School Library Development." III (Mar. 1926), 83-89.
Discusses development of elementary school libraries and factors to be considered in selecting books.

Certain, C. C. "More about Children's Preferences." IV (Mar. 1927), 74-78.
States that librarians and reading rooms should have ample books conveniently available and of high enough literary value to insure good choices by pupils; concludes that this is better than handing out book lists to teachers.

Certain, C. C. "The Public School Library: An Indispensable Department." III (Jan. 1926), 25-30, 36.
States why a library is necessary and lists the librarian's duties.

Chase, Sara E. "Library Reading without a Library." XI (Oct. 1934), 214-215, 219.
Tries to solve the problem of no library in the school.

Coburn, Louis. "The Educational Challenges of Librarianship." XLIII (Apr. 1966), 398-399.
Discusses the challenge to librarians to create new approaches and develop present technics and methods for bringing the library's educational potential to children.

Corliss, William S. "Elementary School Libraries." XXXVIII (Nov. 1961), 494-496, 505.
Presents a plan to introduce, teach, and develop independent use of the library from kindergarten through 6th grade.

Department of Elementary School Principals of NEA. "Tentative Report of the Committee on Elementary School Library Standards." II (Feb. 1925), 64-72.
Defines the purpose and sets up standards for organizing and maintaining an elementary school library.

Dillon, Josephine. "A Library Center in Action." XII (May 1935), 127-130.
Recommends that if a library center is to operate most effectively, it should have cooperation between school staff and library faculty in such areas as providing resources, understanding and locating resources, imparting library standards, and being familiar with teacher objectives. Describes such a situation at Mount Auburn Elementary Training School, Cleveland.

Doud, Margery. "Book Problems in the Reading Room." II (Nov. 1925), 328.
Encourages a productive teacher-librarian relationship so that the children will get the most out of the library. Suggests that the librarian should be an expert in children's literature

Douglas, Mary Peacock. "The State School Library Supervisor Aids the Literature Program." XXII (Jan. 1945), 24-26.

Describes the role of the state school library supervisor in furthering goals of the literature program.

Elementary Sub-Committee of the Education Committee of the American Library Association. "A First Purchase List for an Elementary School Library." VIII (June 1931), 134-140, 148, 152.

Offers a list for a handbook for teacher librarians in elementary schools, with purchase prices listed in 12 different categories.

Engelhardt, Melvin E. "Elementary School Libraries: How the Federal Government Can Help." XLIV (May 1967), 486-491.

Discusses the Elementary and Secondary Education Act of 1965: (1) Title I focuses attention on children of low income families; (2) Title II provides for instructional tools and staff salaries; it is a state administered program; (3) Title III emphasizes innovations in supplementary centers; (4) Title IV promotes research; (5) Title V stresses strengthening of state departments of education as well as projects useful to other states. Also discusses the National Defense Education Act of 1958 and the Economic Opportunity Act of 1964 in relation to libraries.

Gardiner, Jewel. "The Library in the Elementary School Program." XXVII (May 1950), 312-319.

Discusses the importance of a central library in a modern elementary school.

Green, Ivah. "Improving the School Library." XXIV (Oct. 1947), 367-371.

States how the library or reading center affects the desire of the child to read.

Hampel, Margaret, and Cordts, Gertrude. "Growing Up with Books." XVIII (May 1941), 163-166, 186.

Relates the origin of a county bookmobile. Points out the worth of this service to a community.

Hatch, Alice K. "The Children's Library as a Factor in Modern Education." IX (May 1927), 157-159.

Discusses why the children's library and the trained librarian are important factors in education.

Hilman, Janet E. "Rural School Library Service." II (Oct. 1925), 290.

Tells how a rural school in Pennsylvania developed a box library by which books were rotated among pupils in rural areas.

Hoffman, Elizabeth P. "An Author-Illustrator Exhibit." XXXVII (Mar. 1960), 149-158.

Describes an exhibit in Oakmont Elementary School, Haverford Township, Pa. Its purposes were (1) to stimulate interest in reading; (2) to show that there were real people behind the books; (3) to put English instruction to practical use; (4) and to teach library skills.

Horn, Thomas D. "Periodicals for Children and Youth." XXXVI (May 1959), 342-344.

Annotates a list of 70 current periodicals.

Jansens, Gertrude J. "Exploration Point!" XXXIX (Jan. 1962), 22-23.

Emphasizes that children on the elementary level should be taught about books and libraries. Suggests that because children have a natural instinct to find out, teachers and librarians should teach children "how" to do their exploring.

Kevin, Sister Mary. "Comrades in Arms." XL (Apr. 1963), 390-391.

Promotes a close library-school relationship to stimulate reading among children.

Knade, Oscar. "A Library Is to Serve." XLI (Mar. 1964), 289-292.

Discusses the importance of establishing a central instructional materials center in an elementary school. Includes the many services a library may perform. Offers keys to a successful central library.

La Brant, Lou L. "The Library and 'An Experience Curriculum in English'." XIII (Dec. 1936), 295-297, 305.

Discusses the defect of the NCTE report *An Experience Curriculum in English*: it advocated wide and individualized reading but hardly mentioned how the school library can enrich the curriculum or offer to children experiences in book selection.

Longshore, W. T., and Prout, Winifred K. "The Free Reading Period in the Library of an Elementary School." III (Jan. 1926), 22-24.

Points out characteristics of the free reading period and the materials a library should have.

Lucas, Mary R. "Comme Il Faut." IV (Oct. 1927), 239-240.

Emphasizes the need for the librarian herself to have a broad knowledge of books, to be a voracious reader, as well as to be able to organize her library materials for maximum use by students and departments of the school. Suggests also that she inspire love of reading in children by giving more freedom of choice to the reader and less direction, though well meant.

McClellan, Jack. "New Roles for School Libraries." XLII (Oct. 1965), 646-650.

Discusses the situation of school libraries in 2000 A.D. which, according to the author, will be Utopia.

McCormick, Alice. "Our Library–Present and Future." XXIII (Oct. 1946), 255-261.

Describes the conditions of the library at Columbus School, South Norwalk, Conn. The library was new, and the teachers were unfamiliar with the books. No card catalog had been made so the teachers drew up a program of introduction (6 specific activities).

McGuire, Alice Brooks. "The Librarian's Role in the Literature Program." XLIV (May 1967), 468-471.

Presents functions of the librarian in relation to the children and teachers in a school: (1) providing an inviting reading center; (2) helping specific children find books which will suit their needs; (3) scheduling literature sharing programs; (4) helping teachers with special units; (5) setting up special reading activities for groups of children.

McLelland, Isabel C. "Action in the School Library." XXIII (Jan. 1946), 30-31.

Discusses the use of the school library as an information source and gives suggestions for the practical use of the library.

Mathes, Miriam Snow. "The New Standards for School Libraries." XXXVII (Dec. 1960), 516-520, 527.

Summarizes standards for school libraries prior to the 1950's and in 1960, giving implications of the AASL Standards for School Library Programs.

Meyers, Kathryn. "The Public Library Helps Primary Children's Reading." XXXII (Apr. 1955), 235-236.

Discusses (1) what children find at the library; (2) how the home can help children's reading; and (3) how the school helps recreational reading.

Miller, Nathan. "A Library and Reading Study." XXII (Apr. 1945), 127-132.

Describes how a community was enlisted to get a new library; reports a follow-up study of library use.

Moran, Mabel E. "The Court of Books." XV (Oct. 1938), 236-237, 245.

An amusing and informative playlet on the correct handling of library books.

O'Brien, Catherine L. "The School Library: An Aid to Reading." XII (Jan. 1935), 17-18.

Urges that the child join the public library just as soon as possible to bring the library work and the home close together. The results for home and school are both formal and cultural. Under formal: improved care of books, appreciation of library regulations, and increased membership in the neighborhood public libraries. Under cultural: realization on the part of the children of the relation of charts and pictures to the text, enlargement of the speaking vocabulary of the children, training in method of attack for reference work, and increased desire to read more widely.

Olson, Barbara V. "Aids for Librarians in Elementary Schools." XXXVIII (May 1961), 336-341.

Lists library materials, complete with author, publisher, price, and short review of each of the publications.

Powell, William R. "Classroom Libraries: Their Frequency of Use." XLIII (Apr. 1966), 395-397.

Maintains that classroom libraries lead to greater recreational reading and an increase in reading, and they stimulate interest in the use of larger library facilities.

Preston, Elinor G. "Current Trends in Elementary Libraries." XXX (Mar. 1953), 150-154.

Lists the criteria for a good library in the elementary school. Discusses the uses of the library toward achieving instructional and personal goals.

Pritchard, Martha Caroline. "The Beginnings of an Elementary School Library." (1) I (May 1924), 108-111; (2) I (Sept. 1924), 193-196.

Lists books and magazines for help in beginning an elementary school library.

Continues the listing undertaken earlier, giving costs, titles, publishers, and the established categories.

Putnam, Ruth A. "Cultivating a Taste for Nonfiction." XVIII (Oct. 1941), 228-229.

Gives information to teachers, librarians, and others involved in trying to restore a continuous interest in nonfiction material for children.

Reed, Mary D. "A Citizenship Unit on the Library." III (Dec. 1926), 331-333.

Presents lessons which intend to instill an appreciation of the library and of books, while explaining how the library functions and how it helps students. Includes stories to be read aloud to the children, questions to test comprehension, and follow-up suggestions for the teacher.

Rheay, Mary Louise. "Grading Children's Books." XXXVI (Nov. 1959), 478-479.

Questions the placing of a grade level on every book.

Rice, Marie. "A Tour through Library Land." IX (June 1932), 156-158.

Introduces students to the school library.

Schott, Vera Winifred. "Reaching the Individual Child through the Library." IV (Dec. 1927), 301-302.

Proposes that the child who often is a problem to the classroom teacher can be reached individually through the library, where personal advice and contact with each one are essential. Here the librarian can assist children of above average ability, those who are below the average of the group, and those who are underachieving.

Schubert, Delwyn G. "A Classroom Library —An Invitation to Reading." XXXI (Apr. 1954), 198-199.

Encourages students to read by having their own classroom library. Interest is stimulated as children feel "belongingness" within their own room and among peers and without the formalities of a central library. Offers 6 suggestions.

Sheppard, Louise E. "Operation U S E." XXXVII (Mar. 1960), 166-168.

Describes how an elementary school librarian in Baltimore stimulated interest in the use of the books at hand by a new project initiated during Book Week. Her aim was to encourage teachers in schools without libraries to make maximum use of their library books. Cooperation of librarians, administrators, and teachers was solicited and engaged through demonstration lessons by classroom teachers and pupils. These teachers used the books at hand, sometimes reading sections and stimulating the children through questions, models, music, exhibits, photographs, and films to widen their reading interests.

Silver, Evelyn F. "A School Library for Every Child." XXXVII (Mar. 1960), 164-166.

Describes how a New York City school accepted the challenge and changed its defunct library into a flourishing, functioning unit of the school and community. Some of the conditions and problems encountered were (1) deterioration of the area to a low income area; (2) a high percentage of non-English speaking children; (3) lack of personnel to operate; (4) no official elementary library positions; (5) worn out and obsolete fixtures and books; and (6) inadequate funds.

Smith, Dorothy Elizabeth. "Child Problems in the Reading Room." II (Nov. 1925), 327.

Gives some good ideas about a reading program used in the elementary classroom which help children to enjoy and look forward to library and reading experiences.

Southwick, Margaret. "Recreational Reading in the School Library." X (Oct. 1933), 197-200, 208.

Discusses recreational reading and the tasks of the librarian so that desirable outcomes of this activity can be attained.

Srygley, Sara Krentzman. "The Role and Function of the Elementary School Library." XLIV (May 1967), 472-474, 479.

Presents the idea that the school library should reflect the purposes of the school. By answering questions of purpose, a faculty will develop a library useful to them. Teachers, administrators, and the librarian should plan the library and its materials. Discusses terminology: Should the library be called an instructional materials center, learning resource center, educational media center, or library? States that the library can be justified if only for its potential in the teaching of reading.

Tredick, Florence. "At Work with Books." XIII (Nov. 1936), 255-256.

Advocates the idea of acquainting children early with reference materials in the library. If parents enforce this idea, it will help children to form a habit of utilizing the library.

Tredick, Florence. "Pupil Participation in the Elementary School Library." XX (Oct. 1943), 239-242.

Encourages the participation of students in the school library. Describes an example.

Twohig, Laura May. "An Invitation to Read." XXII (Dec. 1945), 310-311, 320.

Discusses how an unattractive library was converted, with the help of teachers, students, and parents, into an attractive one that the students enjoyed using.

Valentine, Marion Gill. "A Second Grade's Three-Foot-Shelf." VIII (Sept. 1931), 171-172, 175.

Shows the ingenuity of a 2nd grade teacher in a poor ethnic neighborhood school in the way she provided library experiences in her classroom.

Williams, Claude L., and Richards, Enid J. "The Elementary School Library as a Means of Individual Instruction." XVII (Oct. 1940), 221-229.

Outlines the Wentworth School's library organization to show the effectiveness of the library and technics for individual instruction.

Witmer, Eleanor N. "Book Problems in the Reading Room." III (Feb. 1926), 56-57.

Explains librarians' problems in providing sufficient reference materials. Recommends use of form slips to inform the librarian of reference work to be done.

Linguistics—24

Anastasiow, Nicholas J., and Hansen, Duncan. "Criteria for Linguistic Reading Programs." XLIV (Mar. 1967), 231-235.

Presents several aspects of the linguistic approach as compared to the more traditional approaches. Explains the Linguistic Reading Test and tests it for its usefulness. States that it appears to be a stable, reliable measure of a child's reading ability in conventional and linguistic type programs. It is currently being tried with children in a low socioeconomic level to obtain more data as to its usefulness.

Bartkowiak, Deanna. "Linguistics and Reading: Four Views." XLIV (Apr. 1967), 386-391.

Discusses views of different linguists in relation to one another. Bloomfield's view states that the teacher's task lies in conditioning the child to utter speech sounds corresponding to their graphic representations. Soffietti notes the phoneme, the morpheme, the word, and the utterance; culture and experience also enter in.

Fries believes that the most important step in learning to read involves understanding the relationship of spelling patterns to word patterns of a language. Lefevre stresses the child's increasing alertness to words representing things in his environment, his curiosity over word meanings. Spelling and the alphabetic principle are relevant only secondarily to reading the written word.

Blake, Howard E., and Hammill, Donald D. "Structural Linguistics and Children's Writing." XLIV (Mar. 1967), 275-278.

Presents a study concerned about the use of structural linguistics without adequate bases for assessment. Suggests that more research should be conducted before the effects of structural linguistics upon the language development of children can be established.

Dawkins, John. "Linguistics in the Elementary Grades." XLII (Nov. 1965), 762-768, 786.

Describes linguistics in the early grades positively and informatively. Handles the topic in 4 sections: (1) What is linguistics? (2) phonological problem; (3) part-of-speech problem; (4) problems for untrained linguists.

Dawkins, John. "Reading Theory—An Important Distinction." XXXVIII (Oct. 1961), 389-392.

Distinguishes between reading (or pronunciation) and understanding (or meaning), showing significant differences between the linguistic and phonics approaches to reading.

Filbin, Robert, and Vogel, Stefan. "Semantics for America's Schools." XXXVI (Dec. 1959), 567-570.

Sees semantics as an important part of language study related to listening skills and analytical thinking as well as to word meanings.

Goldberg, Lynn, and Rasmussen, Donald. "Linguistics and Reading." XL (Mar. 1963), 242-247, 254.

Explains the use of linguistics in a beginning reading program in a "phonemic-word" approach.

Goodman, Kenneth S. "Dialect Barriers to Reading Comprehension." XLII (Dec. 1965), 853-860.

Describes and discusses the difficulties that students with language dialects have in reading comprehension, and suggests ways in which this problem could be alleviated. Proposes that language growth must be a growth outward from the native dialect, gradually expanding to encompass the socially preferred language.

Griffith, Albert J. "Linguistics: A Revolution in Retrospect." XLIII (May 1966), 504-508, 540.

Takes a position that linguistics should be taught in the elementary school.

Hull, Lorene B. "New Readers for a Linguistic Approach to Beginning Reading." XLII (Dec. 1965), 883-888, 947.

Describes a survey by a first grade teacher of linguistics-based readers, finding them organized around certain common types of spelling and syntax patterns. Defines the linguistic approach to beginning reading in terms of phonemic-graphemic correspondence and syntax patterns. Discusses the Fries Reading Program and materials available in it. Explains the basis of an experiment using this approach.

Labacknick, B. Robert. "A Linguist Looks at Reading: Leonard Bloomfield and the Phonemic Criterion." XXXIX (Oct. 1962), 545-548, 561.

Attacks the phonics approach to reading and also the stress on reading content as a motivational process. Emphasizes the value of a controlled vocabulary. Believes in stressing the importance of phonemes and graphemes.

Lefcourt, Ann. "Linguistics and Elementary School Textbooks." XL (Oct. 1963), 598-601, 614.

Urges a structured, well-articulated study of grammar as a means of making students more aware of the nature of their language and more proficient in their use of it.

Lefevre, Carl A. "A Comprehensive Linguistic Approach to Reading." XLII (Oct. 1965), 651-659.

Maintains: "A comprehensive linguistic approach to reading is . . . a synthesis developed, controlled, and corrected by means of an interdisciplinary attack on reading problems . . . [a] move far beyond spelling and word attack and into reading processes at the sentence level."

Lefevre, Carl A. "Social-Class Influences upon Learning: Linguistic Implications." XXXVIII (Dec. 1961), 553-555, 575.

Develops the point that research in methods and materials is needed for language arts instruction.

McCullough, Constance M. "Linguistics, Psychology, and the Teaching of Reading." XLIV (Apr. 1967), 353-362.

Assumes that superior reading programs will develop when the teacher becomes informed of new findings in linguistics and psychology.

Owen, George H. "Linguistics: An Overview." XXXIX (May 1962), 421-425.

Acquaints the reader with a general idea as to the purpose of the study of linguistics. Outlines the structure to provide an introduction to this technical, scientific, and interesting phase of language.

Reed, David W. "A Response to 'A Response to David Reed'." XLIII (Mar. 1966), 289-290.

Stresses the need to enlarge understanding of the nature and relationships of linguistic forms, speech, writing, meaning, and reading. Answers article by Jerry Walker in Dec. 1965 issue.

Reed, David W. "A Theory of Language, Speech, and Writing." XLII (Dec. 1965), 845-851.

Points out misunderstandings associated with linguistics, states some of the things that linguistics tries to accomplish, and points out some of the faults of approaches such as phonics. Describes the linguistic approach and discusses it in relation to various topics. Defines the concept of "linguistic form."

Ruddell, Robert B. "The Effect of the Similarity of Oral and Written Patterns of Language Structure on Reading Comprehension." XLII (Apr. 1965), 403-410.

Describes a study concerned with the effect on reading comprehension of the structural similarity in children's oral language patterns and in written material containing these language patterns. Occupational and educational background of the parents, intelligence, mental age, chronological age, and sex of the subjects were considered. Testing was done with 4th graders.

Concludes that reading comprehension is a function of the similarity of reading language structure to oral patterns. Reading comprehension scores are higher on materials using high frequency oral language structure than on materials of low frequency oral language structure.

Schlauch, Margaret. "Language to Build Understanding." XX (May 1943), 169-174.

Sets forth broad functions of language with a number of illustrative examples. Stresses the fact that tolerance is needed not only toward regional differences found in people's own language, but also in the attitudes they hold toward foreign languages and cultures.

Stegall, Carrie. "Linguistics and I." XXXVIII (Apr. 1961), 229-231, 263.

Describes the author's acceptance of structural linguistics and her rejection of the strict traditional grammar of the English language.

Strang, Ruth, and Hocker, Mary Elsa. "First Grade Children's Language Patterns." XLII (Jan. 1965), 38-41.

Authors point out that TV, radio, and recordings play an important part in culture for language development. Children should be taught material that they are familiar with and understand in their phase of reading.

Strickland, Ruth G. "Implication of Research in Linguistics for Elementary Teaching." XL (Feb. 1963), 168-171.

Relates linguistic research to current methods of teaching language arts.

Tilley, Winthrop. "Linguistics: Stern-Faced Science or Deadpan Frivolity?" XLIV (Feb. 1967), 158-159, 161.

Questions the value of linguistics to today's young students.

Tyler, Priscilla. "Linguistics in the Elementary School." XLII (Dec. 1965), 843-844.

Prefaces the articles that follow,* giving the reasons for printing the articles and summarizing the different viewpoints of the authors. States, "The articles of this issue of *Elementary English* bring together conceptual formulations, studies of data, and classroom practices and materials which are provocative and helpful to the teachers of reading and language."

[*The Dec. 1965 articles by William Card and Virginia McDavid, Dina Feitelson, Kenneth Goodman, Lorene B. Hull, Lois Kalb, Jean Pival and George Faust, David W. Reed, and Jerry Walker.]

Walker, Jerry. "A Response to David Reed." XLII (Dec. 1965), 852.

Reviews and criticizes an article in the same issue, "A Theory of Language, Speech, and Writing," by David Reed. Calls for further clarification of linguistic form, and suggests that from the standpoint of the reading teacher, the learning of linguistic forms can most profitably be considered as a second step, after reading, in the more general process of comprehending or symbolizing.

Listening—25

Barbe, Walter B., and Myers, Robert M. "Developing Listening Ability in Children." XXXI (Feb. 1954), 82-84.

Discusses the need for teaching listening and differentiates appreciative listening and critical listening. Encourages use of group discussions.

Beery, Althea. "Experiences in Listening." XXVIII (Mar. 1951), 130-132.

Calls attention to listening as one of the language arts skills that teachers need to become more aware of. Urges teachers to give formal attention to listening skills.

Beery, Althea. "Interrelationships between Listening and Other Language Arts Areas." XXXI (Mar. 1954), 164-172.

Discusses struggles of culturally deprived children in gaining skill in language arts, and notes special importance of listening for such children.

Beery, Althea. "Listening Activities in the Elementary School." XXIII (Feb. 1946), 69-79.

Discusses the need for teaching listening in the school and indicates ways to accomplish it. Compares listening with the other language arts.

Blake, Howard E. "A Code for Teachers of Listening." XXXIX (Jan. 1962), 48-49.

Stresses the need to teach children how to listen and presents 20 points in a code for the teacher.

Burns, Paul C. "Teaching Listening in Elementary Schools." XXXVIII (Jan. 1961), 11-14.

Stresses the importance of teaching listening. Recalls findings of research on subjects who spent 70% of their day in language communication: 45% of the time was spent in listening, 30% in talking, 16% in reading, 9% in writing.

Canfield, Robert. "Approaches to Listening Improvement." XXXV (Dec. 1958), 525-528.

Cites 6 ways of improving listening instruction.

Cardozo, Robert. "He Can Listen But He Won't." XL (Feb. 1963), 165-167.

Discusses the nonlistener and directs attention to the causes of failure to listen, which the author locates in patterns that form the "American way of life."

Dixon, Norman R. "Listening: Most Neglected of the Language Arts." XLI (Mar. 1964), 285-288.

Points to the neglect of listening (1) in textbooks and school programs, (2) in developing standardized tests for measurement, (3) as a research problem. Because of the momentous impact of listening competence in the lives of children and adults, the author feels it needs to be raised to a place of prominence.

Duker, Sam. "Goals of Teaching Listening Skills in the Elementary School." XXXVIII (Mar. 1961), 170-174.

Lists 10 reasons or purposes for teaching listening.

Fawcett, Annabel C. "Training in Listening." XLIII (May 1966), 473-476, 514.

Presents a study designed to (1) determine the effectiveness of instruction in listening skills to 638 4th, 5th, and 6th graders; (2) investigate the relationship between several variables and listening ability. Conclusions: (1) those who received listening instruction showed greater improvement in listening ability than those who did not; (2) listening ability could be improved through instruction; (3) listening ability was significantly related to reading, arithmetic, and language; and (4) reading comprehension was significantly related to listening ability.

Frazier, Alexander. "The Teaching of Listening: A Memo to Teachers." XXXV (Feb. 1958), 111-112.

Lists several points to show the relationship between speaking and listening. Talks and group discussions can teach students to become both good listeners and good speakers.

Furness, Edna Lue. "Improving Reading through Listening." XXXIV (May 1957), 307-311.

Discusses the relationship between listening comprehension and reading comprehension and the principles for improving reading through listening: (1) diagnosis,

(2) providing for individual differences, (3) guides in mastering a sight and listening vocabulary, and (4) compensation of many for low reading ability by high auding ability.

Furness, Edna Lue. "A Remedial and Developmental Program in Listening." XXXII (Dec. 1955), 525-532.

Urges the teaching of listening skills: explores the relation between listening and reading and offers methods of and objectives for teaching listening skills.

Hampleman, Richard S. "Comparison of Listening and Reading Comprehension Ability of Fourth and Sixth Grade Pupils." XXXV (Jan. 1958), 49-53.

Emphasizes the importance of listening skills to comprehensive reading. Tells of a study which compared listening comprehension with reading comprehension of 4th and 6th grade children. Reports the findings.

Horrworth, Gloria L. "Listening: A Facet of Oral Language." XLIII (Dec. 1966), 856-864, 868.

Discusses the concern being shown for teaching listening. Defines auding, hearing, and listening. Presents technics used and a bibliography.

Jacobs, Muriel G. "Are You Listening?" XXVII (Jan. 1950), 19-22.

Uses a questionnaire about radio in order to develop listening skills. Outlines exact procedures and objectives.

Lieberman, J. Nina. "Listening: Needs, Values, and Implications." XL (Apr. 1963), 379-381.

Reviews listening relationships established early in a child's life.

Lundsteen, Sara W. "Teaching and Testing Critical Listening in the Fifth and Sixth Grades." XLI (Nov. 1964), 743-747, 752.

Asks two questions: Can elementary school children be taught to listen critically, and can the results be measured objectively? Critical listening demands analysis, a questioning attitude, and keeping a standard in mind while judging. Evidence from child growth and development studies implies that the upper elementary grades may be a critical time for testing listening instruction. Describes lessons on how to teach and improve listening abilities.

Morkovin, Boris V. "Growth through Speaking and Listening." XXVI (Mar. 1949), 129-131, 141.

Insists that attention should be given to methods of language development. Advocates a class team for listening and applying activities.

Moyer, Haverly O. "Can Ear-Training Improve English Usage?" XXXIII (Apr. 1956), 216-219.

Deals with an experiment conducted concerning improvement of language usage through ear-training, by means of tape recorder. Results favored ear-training combined with instruction in written expression.

Murphy, George. "We Also Learn by Listening." XXVI (Mar. 1949), 127-128, 157.

Gives ideas on how to teach children to listen well.

Neville, Mark A. "Listening Is an Art: Practice It." XXXVI (Apr. 1959), 226-233.

Develops the idea of disciplined listening being a result of early disciplined behavior. Lists and elaborates on 4 steps necessary to gain the attention of the audience, and discusses both spontaneous and planned listening.

Petty, Walter T. "Listening: Directions for Research." XXXIX (Oct. 1962), 574-577.

Deplores the lack of research in listening. Analyzes a study done by Goldstein comparing reading and listening comprehension at varying rates of presentation.

Potter, Mary, and Thurlow, Dorothy. "Listening in the Language Arts." XL (Nov. 1963), 757, 791.

Describes an experiment dealing with listening activities and the emphasis on the need to make listening an active part of the language arts program.

Russell, David H. "A Conspectus of Research on Listening Abilities." XLI (Mar. 1964), 262-267.

Points out research showing that listening abilities improve with instruction and that there are different components of listening ability. The nature and theory of listening still need to be developed and explored.

Schwartz, Sheila. "What Is Listening?" XXXVIII (Apr. 1961), 221-224.

Presents a definition of listening and 8 objectives to be sought in improving it.

Treanor, John H. "For Every Lesson, Listen!" XXXIII (May 1956), 292-294.

Points out the sounds in the everyday world that can provide meaningful listening experiences.

Treanor, John H. "Listen Before Writing." XXX (Apr. 1953), 207-209.

Explains a method to use in upper elementary grades for training all five senses in perception. Discusses importance of this method in relation to ideas for composition.

Wachner, Clarence. "In an Integrated Language Arts Program." XXXIII (Dec. 1956), 491-496.

Defines listening as the narrative thread that holds the integrated language arts program together. Believes that wide opportunities to listen to many kinds of people will teach the child to evaluate and draw his own conclusions better.

Wilt, Miriam E. "What Is the Listening Ratio in Your Classroom?" XXVI (May 1949), 259-264.

Points out that teachers should listen more; listening is as important in the classroom as writing, reading, and speaking.

Winter, Clotilda. "Listening and Learning." XLIII (Oct. 1966), 569-572.

Presents problems with listening and intelligence and school achievement. Describes a study done with 563 4th, 5th, and 6th graders. Describes findings.

Witty, Paul, and Sizemore, Robert A. "Studies in Listening." (1) XXXV (Dec. 1958), 538-552; (2) XXXVI (Jan. 1959), 59-70; (3) XXXVI (Feb. 1959), 130-140; (4) XXXVI (Mar. 1959), 297-301.

Part I, "Relative Values of Oral and Visual Presentation," presents reviews of research on listening experiments beginning with 1892.

Part II, "Relative Values of Oral and Visual Presentation (Lectures, Movies, Examinations, and Advertising Materials)," gives a summary of the studies made in listening in the media listed.

Part III, "The Effectiveness of Visual and Auditory Presentations with Changes in Age and Grade Level," reviews experiments which indicate that one can learn effectively through either visual or auditory approach. Main differences in learning efficiency are traced to the difficulty of the material, the presentation, and its suitability to the group. Shows that further research is necessary.

Part IV, "A Postscript," notes that since listening consumes a large portion of the daily lives of children and adults, more attention should be spent on instruction and guidance in it. Offers these suggestions for effectiveness in listening: (1) prepare a proper atmosphere; (2) choose appropriate opportunities; (3) help the children learn when, what, how to listen; (4) set a good example; (5) encourage pupils to demand meaning in what they hear; (6) try to have some action follow listening activities.

Media—26

Adams, Harlen M. "Audio-Visual Aids for the Language Arts." XX (Nov. 1943), 257-264.

Establishes the number and variety of aids that may be employed by the resourceful teacher of the language arts by drawing attention through proven activities of the effectiveness of aids in such areas as writing, reading, speaking, and listening.

Amar, Wesley Francis. "Children's Magazines Today." XX (Nov. 1943), 287-290.

Compiles a list of children's magazines as alternatives to comic books.

Arbuthnot, May Hill. "Children and Motion Pictures." XXIV (Feb. 1947), 97-105.

States how fiction, nonfiction, animal stories, etc., are subjects of movies and how poorly some are presented. Deals with each type of movie and how it affects the child. Discusses how adults should cultivate the tastes of children for those motion pictures which impress them positively.

Arbuthnot, May Hill. "Children and Radio." XXIV (Jan. 1947), 1-8.

Cites ways in which radio can be harmful or beneficial to children. Emphasizes the fact that adults must guide children in their listening selections, helping them to choose the very good over the second rate programs. Schools of the air, good music, children's stories, and adventure are a few of the "good listening" offerings in the radio medium.

Bailey, Grace D. "A Lesson Using Radio in the Classroom." XXIII (Nov. 1946), 290-294, 300.
Describes a lesson taught to the 6th grade at the laboratory school of Louisiana State University. Includes objectives for the children, teacher preparation, and discussion.

Berry, Eloise. "Films and Creative Expression." XXXV (Oct. 1958), 383-386.
Relates a research study conducted with a 3rd grade to see what possibility films have in promoting creative expression. Results failed to support the hypothesis that film viewing stimulates or improves creative writing.

Berwald, Rose. "Learning to Use the Newspaper." XVII (Nov. 1940), 257-261, 284.
Enumerates uses of the newspaper in the elementary school.

Blakely, W. Paul. "They Still Read Comic Books." XXXV (Apr. 1958), 250.
Indicates that children do not read as many comic books as they did before TV, though they still read them some.

Buelke, John A. "Mr. Movie Camera Is Nominated." XXV (Apr. 1948), 234-235.
Advocates the use of home movie films (teacher-made films) as a "versatile, efficient, liaison agent to classroom society." Lists some of their benefits.

Carner, Richard L. "The Effects of Televised Reading Instruction on Attitudes toward Reading." XXXIX (Mar. 1962), 234-236.
Notes that television does have some desirable effects on readers who have negative feelings. An experiment with below-average readers shows a decided change in the attitudes and achievement in reading with instruction given on TV.

Chapman, Myfanwy E. "Radio, Youth and the Teacher." XXIII (May 1946), 221-223, 232.
Summary of a panel discussion, "Radio, Youth, and the Teacher." Calls attention to the fact that radio presents facts entertainingly and that good listening habits must be developed.

Coles, Victor. "Visual Aids in the Language Arts Program." XXI (Nov. 1944), 256-261.
Discusses the use of all kinds of visual aids in a language arts program with an appended source list.

Crocker, Laurel M. "Using the Flannel Board with Stories." XXXVIII (Oct. 1961), 404-405, 413.
Relates the important aspects of proper use of a flannel board in storytelling.

Cuzner, Fay. "Newspaper Reading Habits." VII (Feb. 1930), 35-36, 45.
Describes a nonscientific study of the newspaper reading habits of upper grade pupils. Draws conclusions about likes and dislikes of students.

Dale, Edgar. "Education and the Movies." XXIV (Feb. 1947), 65-71.
Suggests that education and the movies have not come closer because their aims are unrelated. Encourages private agencies to band together for more and better educational films. English teachers need to be concerned about better educational films because the motion picture is another excellent way of communicating ideas.

Daniel, Walter C. "Some Experiences with a Tape Recorder." XXX (Nov. 1953), 427-428.
Describes some experiences a teacher and a 5th grade class had in using the tape recorder to enrich the teaching of reading; gives basic ideas for easy use of the tape recorder.

Davidson, Edith M. "Motion Picture Experiences." XXXI (Feb. 1954), 92-97.
Urges that procedures such as teacher preparation, class preparation, presentation, and follow-up evaluation, which are basic to effective teaching, include the use of motion pictures. Gives a detailed outline of suggestions for their use.

DeBoer, John J. "Using Modern Channels of Communication: Magazines." XXVII (Feb. 1950), 107-125.
Believes that since magazines are so popular they should be studied in the schools. The following objectives should be

kept in mind: (1) expansion of magazine reading interests, (2) improvement of reading tastes, (3) development of independent judgment in magazine reading.

DeBoer, John J. "Using Modern Channels of Communication: Newspapers." XXVII (Mar. 1950), 158-170.

Believes that since the newspaper remains the chief source of information concerning current affairs, the teacher is responsible for developing student interest in newspapers, an awareness of the major trends and events in current affairs, and the powers of discrimination.

Dorey, Milnor. "Children and the Newspaper." XI (Feb. 1934), 51-52.

Endorses the newspaper as a handy teaching tool for many subject areas. Newspapers can improve writing, speaking, and give a sense of participation in meaning of human life.

Erickson, Marion Ihrig. "Developing Reading Tastes in Magazine Literature." XVI (Jan. 1939), 10-14.

Presents a 7-step plan for guiding and elevating the interests and tastes of students' magazine reading.

Evans, Clara: "Television for the Preschool Child." XXXII (Dec. 1955), 541-542.

Reports on a summer experiment involving preschool children and educational television programing.

Ewell, Barbara. "Kid Critics on View." XXXII (Apr. 1955), 208-213.

Describes methods used in selecting a panel of "Kid Critics" and the organization of radio and television programs in which they participated.

Gessleman, Daisy B. "Television and Reading." XXVIII (Nov. 1951), 385-391.

Reviews a study which compared children who watched television with children who did not to ascertain the effect of television viewing on achievement and emotional well-being: TV viewers' reading comprehension was not adversely affected by their viewing, and they excelled the nonviewers slightly in academic achievement. Reports concern on the part of parents and educators for scheduling of programs of high quality and their realization of the need to guide children in selecting programs.

Goldsmith, Sadie. "Radio's Place in the Teaching of English." XV (Nov. 1938), 253-256.

Argues that the radio is a timely, authentic, and positive addition to the English curriculum when proper technics of preparation and follow-up are used in connection with educational or informational programs.

Gordon, Dorothy. "Radio for Children: Ours, Our Allies', Our Enemies'." XXI (Apr. 1944), 130-134, 137.

Suggests that more radio time be used for children's programs to build democratic principles.

Guiraud, Louise. "Radio Story Telling and the Use of Books." X (Feb. 1933), 38-39.

Considers the possibilities of the new medium of radio (1933) for storytelling.

Hamilton, Bernice Finch. "The Flashmeter." XXIII (Oct. 1946), 272-275.

Describes the flashmeter as a new way of teaching reading. Tells how lessons may begin and what advantages and disadvantages the machine presents.

Hazard, Patrick D. "Ladder to Taste on TV." XXXIII (Mar. 1956), 148-150.

Discusses the importance of television and how the English teacher can guide students to watch certain programs of literary value and relate television to the classroom.

Helffrick, Stockton. "Juvenile Kibitzers in the Television Age." XXXIV (Dec. 1957), 520-524.

Focuses on the influence of television on children and how industry is accepting its responsibility in providing good quality and educational fare for them.

Hennock, Frieda B. "Learning English the Hard Way." XXXI (Apr. 1954), 218-222.

Presents an evaluation of educational television. Cites objections but also reveals the compensations and possibilities of noncommercial educational television.

Horn, Thomas D.; Fisher, Audrey; and Lanman, James L. "Periodicals for Children and Youth." XLIII (Apr. 1966), 341-358, 399.

Brings up to date the original compilation which appeared in the May 1959 *Elementary English*. Lists periodicals by subjects, includes annotations, and indicates probable grade level of interest. Aimed at the reluctant as well as the voracious reader.

Hurley, Marie V. "TV, Johnny, and Reading." XXXIV (Dec. 1957), 524-528.
Emphasizes the importance of the librarian in recommending books to supplement youngsters' television viewing.

Huus, Helen. "How a TV Program Can Be Used as a Springboard to Further Reading." XXXIV (Feb. 1957), 81-88.
Enumerates 7 areas of interest suggested by a nature film, "Bear Country," to encourage student reading: (1) facts about bears, (2) fanciful stories with bears as characters, (3) facts about other forest animals, (4) stories about forest creatures, (5) forest environment and changing seasons, (6) related poetry, (7) technical aspects of the film. Annotated bibliography.

Johnson, Lois V. "Children's Newspaper Reading." XL (Apr. 1963), 428-432, 444.
Reports a study of newspaper reading among students in grades 4-6.

Johnson, M. Irene. "The Radio in Teaching Fifth and Sixth Grade English." XIV (Jan. 1937), 25-27, 32.
Contends that teachers concerned about the interests and needs of students may find the 5th and 6th grades especially suitable for considering the educational possibilities of radio.

Jones, Dorothy R. "Reading and Television." XXXIV (Dec. 1957), 534-535.
Uses television to teach 5th graders how to read and tells how to utilize TV to advantage in teaching reading.

Killgallon, Pat. "Recorded Sound Aids." XXVII (Mar. 1950), 171-181.
Presents recent developments, summarizes research, and suggests classroom applications for the use of recorded sound. Recorded sound can be useful in the classroom for developing listening, speaking, reading, and writing skills.

Kravitz, Bernard. "Interest of Seventh and Eighth Graders in Current Affairs." XLII (Feb. 1965), 165-168.
Reports the results of an investigation to obtain an indication of pupil interest in current affairs. The subjects were 259 7th and 8th graders from San Lorenzo, Calif. Most popular articles for boys are sports, comics, front page; least popular are fashion page, business news, and editorials. Most popular for girls are the comics, front page, and the motion picture page; the sports section, the editorials, and business news are the least popular for the girls. News magazines were read by a little less than half of both groups.

Krippner, Stanley. "Mass Media Influences and the Vocational Preferences of Junior High School Pupils." XL (Dec. 1963), 825-829.
Discusses the results of a questionnaire given to junior high students concerning vocational interests as related to influences of mass media.

Krolik, Richard. "The NEA and TV." XXXIV (Dec. 1957), 529-533.
Explains two NEA hopes for television: to secure presentation of school problems on commercial channels and to raise the general level of commercial programing. Analyzes some of the better informational programs.

Leestma, Robert. "The Film-Reader Program." XXXIII (Feb. 1956), 97-101.
Discusses major difficulties in teaching reading and advocates the film-reader as a device to stimulate reading desire and eliminate frustrations.

Leonard, Emily C. "Radio Transcriptions in Upper Grade English." XX (Nov. 1943), 268-272.
Describes the ways in which the author utilized transcriptions in the teaching of language and literature as a means of providing in-school listening in all classes.

Mercille, Margaret G. "Creating on the Air." XXVII (Dec. 1950), 507-510.
Describes a project in which children from 9 to 14 make up and narrate a story on a live 15-minute radio broadcast. With teacher guidance and questioning, these students, under the forced live-radio situa-

tion, achieve improvements in oral communication as well as in ability to create.

Moore, Annie E. "Magazines for Children." XIV (Feb. 1937), 58-60.

Gives reasons for the failure of many children's magazines, and suggests getting children's responses to the magazines.

Mortensen, Louise Hovde. "A Robert Louis Stevenson Bulletin Board." XXXI (May 1954), 275.

Advocates concentration on one author for a week as more beneficial than presenting too many authors on one bulletin board.

Norris, Ruth Elizabeth. "A Comparative Study in Children's Magazine Interests." V (Oct. 1928), 241-245, 248.

Favors carefully selected periodical literature for children.

Norvell, George W. "The Challenge of Periodicals in Education." XLIII (Apr. 1966), 402-408.

An investigation of periodical literature reading in grades 3-6 involving 6,000 pupils equally divided among boys and girls, over 4 different states, reveals that magazines are popular at all levels beginning at the primary level, but that of the thousands of magazines published, children and adults alike are largely uninformed as to which could serve them best.

Novokovsky, Gertrude. "Radio and Language Arts." XXV (Feb. 1948), 103-108.

Suggests utilizing daily experiences to develop vocabulary: (1) radio programs heard and discussed; (2) studio visits shared and enjoyed; (3) class activities motivated by radio shows; (4) excursions to zoological gardens, museums, historical sites, libraries.

Novotny, Lillian E. "Education and the Mass Media of Communication: Radio." XXVII (Apr. 1950), 240-246, 253.

Discusses various media and the competition between them for children's attention. Gives bibliography of books and articles.

Novotny, Lillian. "Look and Listen." XXV (Feb. 1948), 115-121.

Presents a reliable guide to radio programs of particular interest to students and teachers. Contains a summary of sponsors. Discusses recordings and films, giving brief descriptions with prices and suggested uses.

Patterson, Leona. "Television Tips to Teachers." XXXI (Nov. 1954), 402-403.

Shows how television can be used for motivation of various activities such as writing a letter for a contest sponsored on a television commercial.

Peikert, Cecilia H. "C.U.E. for Good Bulletin Boards." XXVI (Apr. 1959), 195-197, 233.

Gives suggestions for making interesting bulletin board displays.

Perrodin, Alex F. "Televiewing, Reading Habits, and Children's Social Values." XXXVII (Feb. 1960), 86-90.

Describes a study using 352 middle grade pupils to determine preferred social behavior. Evaluates four traits (cooperation, friendliness, leadership, and responsibility) in relation to children's TV viewing and reading habits. Conclusions: (1) children viewing television the least showed preference for undemocratic behavior; (2) children reading fewest books showed greater preference for unfriendly, uncooperative, and irresponsible behavior; (3) readers of the fewest comic books showed largest percentage of preferences for undemocratic behavior; (4) those least successful in reading achievement showed preference for undesirable behavior traits; (5) children not showing leadership traits were unique in reading and TV habits.

Pilant, Elizabeth. "Display Devices for Children's Literature." XXXI (May 1954), 284-286.

Stresses that the use of display devices offers an attractive interpretation of the children's classics for the purpose of motivating children's interest to read them.

Price, Devona M., and Mulryan, Kathleen. "Let Newspapers Improve Your Reading." XXVII (Dec. 1950), 515-520.

Reports a study on how to teach the newspaper in the elementary classroom with emphasis on the nature of news stories and specialized reading skills needed to effectively read the paper.

Rogers, Amy May. "The Newspaper Interprets the School." XVII (Nov. 1940), 265-266.

Describes how a 6th grade class set up a school paper to interpret the social and working activities of the school to parents and students.

Saucier, Blanche Connelly. "The Rose Bud." XVIII (Dec. 1941), 293-294, 309.

Gives the background and the history of the first juvenile magazine of the South, first published more than 100 years ago, called the *Rose Bud.* Later changed to the name *The Southern Rose,* it was considered one of the best magazines of its day.

Sena, Rose M. "We Learn from Television." XXIX (Mar. 1952), 157-159.

Reviews TV programs recommended for children and shows how such programs can influence their work positively.

Shayon, Robert Lewis. "Schoolroom Parables from TV." XXXIII (Mar. 1956), 146-147.

Reveals that though many parents favor limiting children's TV viewing, children resist limitations placed upon them. Regrets that TV enters into classroom discussions so seldom though it is a popular subject in children's conversations.

Sheppard, Louise E. "Fun with Books." XXXI (Dec. 1954), 468-471.

Describes the production of a regular radio-television broadcast on children's books.

Stasney, Kathryn. "Language Drills from Radio Thrills." XX (Nov. 1943), 264-268.

Reviews the outcomes of bringing into the classroom children's out-of-school listening experiences and claims that children become more responsible, considerate, and critical radio enthusiasts.

Storm, Grace E. "Using Sound Motion Pictures in the Primary Grades." XX (Nov. 1943), 273-279.

Discusses use of instructional sound film in the classroom as a supplement to excursions and other "realistic" contacts.

Theophane, Sister M. "Can Parents and Teachers Cooperate in Children's Use of Television?" XXXIII (Jan. 1956), 44-47.

Reports on a study of the TV watching habits of 623 elementary school children, with implications for the educator.

Thrope, Elsieliese. "It's Howdy Doody Time." XXVII (Feb. 1950), 84-87.

Lists the parental concerns connected with a home TV set as reported during a survey made in New York: (1) neighborhood children taking over the set; (2) discipline problems; (3) effect of TV viewing on eyes. Feels that TV will become more of an educational aid as it introduces the child to the civilization of which he will become a part, stirs his emotions and imagination, and adds information.

Vinton, Iris. "Windows on the World." XXXV (Mar. 1958), 194-198.

Takes a stand against violent TV westerns and for more reading of biography, history, geography, and natural science to gain a historical perspective of the frontier in American history.

Wheeler, Lester R. and Viola D. "Newspapers in the Classroom." XXII (Dec. 1945), 324-329.

Authors present ways in which the newspaper can be used most profitably in every classroom for instruction in reading.

Willey, Roy DeVerl. "Using Audio-Visual Methods in Teaching Communication." XXXI (May 1954), 276-284.

Suggests ways in which audiovisual media can be used in the communication arts, adapting the material to immediate problems. Stresses the necessity for well-established oral communication before language technics are emphasized.

Witty, Paul. "Children and TV–A Fifth Report." XXXI (Oct. 1954), 349-357.

Presents the results of a research project to determine how the amount of time children devoted to watching television programs affected their grades. Children who devoted less time to watching TV achieved higher grades than the ones who watched it more.

Witty, Paul. "Children and TV–A Sixth Report." XXXII (Nov. 1955), 469-476.

Summarizes the author's 6-year study of the relationship of TV watching and school achievement. Offers suggestions for effectively appraising the problem of television in the home.

Witty, Paul. "Children of the Television Era." XLIV (May 1967), 528-535, 554.

Presents the results of studies from 1949 to 1965 on pupils in the Chicago area concerning television. Answers the following questions: (1) What is the extent of televiewing by children today? (2) What are the best liked programs? (3) What is the relative popularity of other media? (4) Do parents supervise too frequently? (5) To what extent are children helped by the mass media? (6) Are the mass media affecting reading adversely? (7) Is success in school related to the amount of televiewing? (8) What is the relationship between televiewing and participation in play and hobbies? (9) Is television related to aggressive behavior? (10) How can television be used to motivate reading and learning?

Parents, teachers, and librarians can encourage reading and help offset any ill effects of television.

Witty, Paul. "Children's, Parents' and Teachers' Reactions to Television." XXVII (Oct. 1950), 349-355, 396.

Contains data on how TV influences children in Evanston, Ill.

Witty, Paul. "Children's Reactions to TV—A Fourth Report." XXX (Nov. 1953), 444-451.

Relates studies done in Evanston, Calumet City, Skokie, and Chicago schools concerning children's reactions to television. Gives 8 suggestions for parents and teachers to pursue when guiding children in TV viewing.

Witty, Paul. "A Seventh Report on TV." XXXIII (Dec. 1956), 523-528.

Reports that TV viewing by children has increased rather than lessened, but that the effects are not all bad. Reading interests have been stirred sometimes. Children can be guided to watch appropriate programs.

Witty, Paul. "Televiewing by Children and Youth." XXXVIII (Feb. 1961), 103-113.

Summarizes the results of 11 studies of TV. Stresses the fact that parents and teachers should encourage children to select programs with discrimination and to evaluate them with discernment.

Witty, Paul. "Two Studies of Children's Interest in TV." XXIX (May 1952), 251-257.

Reports the results of two surveys to determine the amount of time and the type of program watched by children, parents, and teachers, and their reactions to the programs.

Witty, Paul. "The Use of Films in Stimulating Creative Expression and Identifying Talented Pupils." XXXIII (Oct. 1956), 340-344.

Deals with the use of the film "The Hunter and the Forest—A Story Without Words" in stimulating creative writing and in identifying those writers with talent.

Witty, Paul; Cooper, William; and Stolarz, Theodore. "Children's Reactions to TV—A Third Report." XXIX (Dec. 1952), 469-473.

Reports findings of survey conducted to determine the average amount of TV watching time spent by school pupils, parents, and teachers—also indicated preferences.

Witty, Paul, and Fitzwater, James P. "An Experiment with Films, Film-Readers, and the Magnetic Sound Track Projector." XXX (Apr. 1953), 232-241.

Describes an experiment in exploring the relationship of film experience to the acquisition of skill in silent reading.

Witty, Paul, and Gustafson, T. F. "Studies of TV—An Eighth Yearly Report." XXXIV (Dec. 1957), 534-535.

Looks at the question of how TV has affected children who can not remember a world without it.

Witty, Paul, and Kinsella, Paul. "Children and TV—A Ninth Report." XXXV (Nov. 1958), 450-456.

Reports on the effect of television on students, teachers, and parents.

Witty, Paul A., and Kinsella, Paul J. "A Report on Televiewing in 1961." XXXIX (Jan. 1962), 24-32.

Summarizes briefly the results of the studies and presents data on the latest investigation on television (May 1961). Discusses habits and preferences of children, parents, and teachers in television viewing plus the effect of television viewing on reading and vocabulary.

Witty, Paul, and Kinsella, Paul. "Televiewing: Some Observations from Studies 1949-1962." XXXIX (Dec. 1962), 772-779, 802.

Reports on surveys in the Chicago area of TV viewing by children with some predictions of effect.

Witty, Paul A.; Kinsella, Paul; and Coomer, Ann. "A Summary of Yearly Studies of Televiewing–1949-1963." XL (Oct. 1963), 590-597.

Reports a study of TV watching habits of children, with implications for education.

Witty, Paul, and Martin, William. "An Analysis of Children's Compositions Written in Response to a Film." XXXIV (Mar. 1957), 158-163.

Reports on an experiment in which films were used to encourage creative writing. Educational benefits: (1) identification of gifted children; (2) encouragement of talented children; (3) differentiation of abilities by ages of children.

Witty, Paul, and Melis, Lloyd. "A 1964 Study of TV: Comparisons and Comments." XLII (Feb. 1965), 134-141.

Discusses the effects of TV on reading, vocabulary, and child behavior, based on a 1964 study.

Witty, Paul; Sizemore, Robert; Coomer, Ann; Kinsella, Paul; and Krippner, Stanley. "Studies of Children's Interest–A Brief Summary." (1) XXXVII (Nov. 1960), 469-475; (2) XXXVII (Dec. 1960), 540-545, 572; (3) XXXVIII (Jan. 1961), 33-36.

Summarizes studies of (1) play and recreation activities and (2) TV–children's most time-consuming activity. Concerns itself especially with television viewing. Results of the studies which were discussed provided no evidence for conclusions. Some studies showed that television viewing is detrimental to pupil progress; others showed that televiewing awakens interests in pupils and promotes progress.

Gives an overview of studies of children's radio and movie interests, reading activities and preferences, and vocational and educational interests as reflected in their reading.

Stresses the importance of taking advantage of a child's interests in an attempt to foster improvement in attitude toward reading and to promote skill in reading. A strong interest in a particular topic is often motivation enough for a student to read what for him would be relatively difficult material. Also discusses several aspects of the influence of TV and how it has affected the reading of children.

Witty, Paul; with the assistance of Sizemore, Robert; Kinsella, Paul; and Coomer, Ann. "A Tenth Yearly Study and Comments on a Decade of Televiewing." XXXVI (Dec. 1959), 581-586.

Reports a study of television viewing habits and attitudes conducted in the Chicago area in 1959: on number of hours spent viewing television, favorite programs, and programs considered desirable for elementary and high school students according to parents.

Wolfe, Evelyn. "Advertising and the Elementary Language Arts." XLII (Jan. 1965), 42-44, 79.

Contends that advertising of educational materials has increased pupils' conscious thinking. These materials have shown them the need for critical and respectful use of the English language.

Wood, Eliza. "One Winter's Night: A Plan for Children's Book Week." IV (Oct. 1927), 226-230.

Presents a play depicting how a reluctant reader's interest in radio which brought him to the library broadens into a general interest in reading more by an attractive library bulletin board display on the care of books.

Zucker, Marilyn J. "Television: A Spur to Reading." XXXVII (Jan. 1960), 44-46.

Describes one teacher's way of utilizing outside television viewing. The 4th grade class lists on the board a daily "TV tip list" taken from teacher-suggested viewings and covering primarily vocabulary, but branching to characters, themes, and analyses of TV and books by comparing originals and adaptations. Popular programs are used as a springboard to selecting class reading material.

Methodology—27

Albertson, Genevieve. "The Newspaper in the Elementary School." III (Nov. 1926), 297-299.

Favors having a school newspaper since children can be made aware of the importance of oral and written composition. Discusses the means of organization within the school. Suggests that (1) content should come from each class; (2) finance should come through subscription; (3) organization should come from grade 8, class officers, or staff members.

Allen, Audrianna. "Five-Year-Olds Can Think! Try Them Out in Discussion Situations." XL (Jan. 1963), 72-74, 98.

Describes how to guide discussion groups in kindergarten for development of thinking in depth.

Allen, Charles Forrest, and Murphy, Elizabeth Rawlings. "An Individualized Group Method of Teaching Language Skills." IX (Mar. 1932), 70-72.

Describes a plan for individualized instruction which bases decisions on the skills pupils in each grade should know and thus determines where to place emphases.

Allen, R. Van. "Communications in the Modern World." XLI (Jan. 1964), 25-29.

Points out the need for an examination of the educational system to eliminate inefficiency and waste and to highlight valuable, productive, effective methods. Makes several proposals along these lines.

Amidon, Edmund, and Flanders, Ned A. "Self-Directed Group Work in the Elementary School." XL (Apr. 1963), 373-378.

Authors discuss a survey concerning self-directed group work in the elementary school. The conclusions indicate little consistency in using this technic.

Anglin, Eleanor, and Lipscomb, Edra. "Sixes Can Take a Giant Stride." XL (Feb. 1963), 174, 179-182, 218.

Observes the outcomes of 1st grade students' responses to a stimulus story.

Atwater, Catherine Somers. "Achievements in English under Program Activity." IX (Feb. 1932), 38-41, 47.

Describes research questions asked in activity planning on Mexico. Standards set for a speaker-audience situation.

Bailey, Grace D. "Teaching Language Arts in Connection with a Unit of Work." XXI (Jan. 1944), 26-27.

Reports author's practice of combining language arts textbook and social studies book to teach a unit on "Early England" for motivation and interest.

Baker, Harry J. "Intelligence and Problems of Instruction in English." I (Mar. 1924), 29-31.

Observes that analysis of problems of instruction growing out of knowledge of intelligence *levels* is of greater importance than the method or technic of intelligence *tests.*

Bany, Mary. "A Discussion Technique for Settling Conflicts." XXXV (Apr. 1958), 223-226.

Suggests how to settle conflicts and restore feelings of group security by having group discussion in the classroom.

Barbe, Walter B. "I Love Jimmy." XXXII (Dec. 1955), 532-534.

Traces the growth of a 7-year-old boy as he responds, after several unsuccessful school experiences, to the patience and understanding of a nun.

Barber, L. L. "Beginning Teachers in One-Room Schools, a Problem in Teacher Education." XIX (Jan. 1942), 29-35.

Deals with the problem of new, inexperienced teachers faced with handling one-room schools. Reports a study made to determine the major problems of these teachers: (1) inexperience, (2) little knowledge of subject matter, (3) budgeting time, (4) discipline, class management.

Bolling, Rexford W. "So—You've Got a Problem!" XXXIV (Feb. 1957), 92-95.

Describes action research, the art of being as objective and scientific as one can by stating the problem, forming the hypothesis, and testing the hypothesis.

Bond, George W. "Developing Study Skills in the Intermediate Grades." XXIX (Nov. 1952), 397-401, 413.

Delineates procedures for the student to study a textbook chapter, and discusses how to take an examination.

Boyle, Regis Louise. "Bibliography of Teacher Education: English, 1930-40." XVIII (Nov. 1941), 263-269, 278.
Gives a 10-year bibliography on teacher education in English, including articles, monographs, and books.

Bryja, Rose Helen. "Breakdown of Whole Class Activities." XLI (Jan. 1964), 62-63.
Presents an outline to show the teacher the procedures and activities used in the elementary language arts area.

Buchan, Vivian. "An Open Letter to a Beginning Language Arts Teacher." XLIII (Oct. 1966), 615-618.
Discusses in an open letter to a 5th grade teacher the importance of teaching communication skills in the elementary school.

Butler, Elsie. "Living Together in the Third Grade." XXVIII (Jan. 1951), 1-13, 55.
Reviews the problems that a teacher has in adjusting to the individuals in the class, and in adjusting the learning situation to the needs of the individual student without doing violence to the unity of the class. Cites the need for teacher's planning with allowances for impromptu situations that might aid learning.

Butler, Elsie. "Through the Year with the Second Grade." XXVII (Nov. 1950), 439-445, 460.
Describes a year of activities in 2nd grade.

Butler, Elsie. "A Year in the Third Grade." XXVII (Dec. 1950), 501-506, 514.
Describes a group problem, the activities used to try to bring about greater understanding, and the results of the work.

Carmichael, H. Max. "Some Implications of Psychology for the Appreciation Lesson." IX (Jan. 1932), 8-11.
Applies psychological principles to the selection of literary items and the teaching methodology employed with them.

Certain, C. C. "A Testing Program for the New School Year." III (Sept. 1926), 211-221.
Describes tests in English for one year's program, including dictation tests, composition tests, practice experiences, drills, and error index.

"The Civil Service Graphic Rating Scale." II (Jan. 1925), 38-39.
Shows teachers of English a new rating scale adopted for rating Civil Service employees. Diagrams an actual outline of the scale.

Comer, Dorothea. "Using Literature to Extend Children's Experiences." XXXVI (Jan. 1959), 28-32.
Stresses the fact that the choice of stories read at the right moment can be a means of guidance in instruction.

Culmer, Pearl Winifred. "Morale in the Teaching of English." III (Dec. 1926), 326-330.
Sets forth aims for developing healthy pupil attitudes toward learning, a responsibility which rests with the teacher: (1) establishing an atmosphere of good humor; (2) developing pupil interest; (3) encouraging a willingness to cooperate; and (4) cultivating a sense of personal responsibility.

Dakin, Lenore. "Background for Listening to 'The Lonesome Train'." XXIV (Feb. 1947), 72-76.
Outlines a unit of work involving 4th through 8th graders. A record about Lincoln's funeral train is the prime topic of interest. The teacher has prepared a unit around Lincoln, the Civil War, slavery, Lincoln's death, religion, and Negro church worship. The children enjoyed the record and seemed to appreciate some of the Negro culture upon which the recording was based.

Daniel, Walter C. "Science Gives Material for Language Arts." XXXIV (Dec. 1957), 544-545.
Presents a way for using educational methodology of years past to introduce information about outer space.

Dawson, Mildred A. "Individualization in the Language Arts." XXVI (Apr. 1949), 198-200, 238.
Relates several means of individualized instruction for reading, spelling, and English usage.

Dawson, Mildred A. "Systematic versus Incidental Practice on Language Skills." XXVII (Jan. 1950), 26-30.

Advocates systematic learning, using both daily drills and a carefully structured program for the year. Particular emphases are debated, however.

Dearborn, Frances R. "Curiosity—An Asset in Teaching." III (Jan. 1926), 9.

Shows how asking and answering questions from a question box is an activity that helps children find their own answers to things puzzling them.

DeWitt, Charles M. "Stimulating Leisure Reading." XXX (Dec. 1953), 514-515.

Discusses a novel method to stimulate the interest of children in free or leisure reading. The use of a popularity poll called "Hit Parade of Books" is best suited to elementary children with classroom libraries.

Dixon, Margaret S. "The Guard." XXXIII (Feb. 1956), 83-86.

Relates a story of how a librarian helped a slow-learning child to develop an interest in books.

Dolch, E. W. "Groups in Reading." XXXI (Dec. 1954), 477-484.

Prescribes a group method of the classroom teaching of reading and 5 factors to consider in determining the appropriateness of this method to a group.

Dovey, Irma. "Can I Be a Teaching Machine?" XXXIX (Apr. 1962), 355-356.

Points out similarities between teachers and machines: both give immediate answers to questions; they can give step by step progress; both can reinforce successful learning. Despite this, the author believes that a teacher is a better instrument because she is human.

Dovey, Irma. "Teachers Are Nice, But—." XXXIV (Dec. 1957), 552.

Gives a picture by a student of a teacher as a human being with his own whims and differences.

Durant, Anthonette. "A Plan for Teaching 'The Man Without a Country'." XI (Jan. 1934), 13-20, 30.

Consists of a lesson plan for teaching "A Man Without a Country," which includes purposes, motivation, references, and a 4-part outline of the story.

Evans, Clara. "Vacation for Victory." XIX (May 1942), 175-176, 186.

Believes that encouragement should be given to children for the profitable use of the summer vacation. Teachers should encourage students to make victory gardens and to take up extra enjoyable reading. Parent-teacher contact was to help motivate these projects.

Evertts, Eldonna, and Moore, Walter J. "A Minimal Professional Reference Library on the Language Arts for Elementary School Teachers: 1967." XLIV (May 1967), 536-539.

Gives a basic list of minimum essential titles for a professional library. Includes professional journals; the curriculum series of the National Council of Teachers of English; general books on methods of teaching about curriculum in the language arts; specialized books and references on reading, writing, and speaking, language, grammar, and usage, literature, and aids for selecting books for children.

Fair, Jessie Francis. "The Demonstration Lesson." IV (May 1927), 146-149.

Discusses the merits of a demonstration lesson in showing teachers how to achieve desired objectives in a revision of a course of study.

Farley, H. Kent. "Developing Experience Units." XXX (Feb. 1953), 99-102.

Discusses the background of "units" and then devotes the remainder of the article to a suggested unit outline.

Fenner, Phyllis. "Why Tell Stories?" XXXIV (Mar. 1957), 155-157.

Encourages teachers to do more storytelling.

Fillmer, Henry T. "Programmed Instruction in Elementary English." XL (Dec. 1963), 833-837.

Describes an investigation of a study on the use of programed instruction of English.

Foster, F. Marie. "The Young Reader and His Teacher." XIV (Nov. 1937), 246-249, 266.

Offers a selected list of articles published during 1936-1937 which illustrate procedures in the teaching of reading and examine all types of reading.

Garnett, Wilma Leslie. "Factual versus Story-Factual Material." III (Oct. 1926), 268-271.

Reports a study conducted by Ernest Horn to discover which material was more effective in the teaching of geography—factual material or story-factual material. Subjects were chosen in grades 3-6 on the basis of IQ tests and were matched into two groups. Students in the experiment expressed a slight preference for story-factual material.

Grace, Alonzo G. "Methods of Teaching Adults with Special Reference to English." VI (June 1929), 157-160.

Explains several methods to use in teaching English to adults. Gives detailed instructions.

Greenburg, Pearl J. "My Sixth Grade Class: An Attempt to Arouse the Creative Impulse." III (Nov. 1926) 300-303.

Describes how the author, through such activities as music, art, and poetry, tried to arouse the children's creative aspect by establishing a stimulating and sensitive atmosphere. Her goals were achieved when the children themselves asked to write poetry.

Greene, Harry A. "Direct versus Formal Methods in Elementary English." XXIV (May 1947), 273-285.

Presents history of methodology and emphases on English teaching and contrasts two approaches, formal and direct, in their effectiveness in conveying certain mechanical skills.

Groff, Patrick. "Dr. Witty's Summary of Individualized Reading." XXXVII (Oct. 1960), 392-393.

Argues that research on individualized reading, reviewed in Oct. 1959, on which P. Witty based his evaluation, is insufficient and inadequate; claims that Witty's evaluation perpetuates individualized reading in a role subservient to group reading in the curriculum.

Hall, Margaret. "A Rural Teacher Attends the Convention." XXXI (Feb. 1954), 77-78.

Reports on the 43rd annual NCTE convention and tells how points discussed at it affect her teaching situation. Also relates suggestions for new kinds of teachers' institutes and inservice training.

Harper, Elsie M., and Hallman, Georgia. "Social Individualization for a Seventh Grade." (1) VI (Sept. 1929), 186-188; (2) VII (Feb. 1930), 30-34, 48.

Presents a method of teaching the language arts in the 7th grade on an individualized basis.

Presents in detail a thoroughly planned course of study in English and literature for the 7th grade, based on individual needs and social backgrounds of the students.

Herman, Sema Williams. "Cooperative Living in the Classroom." XXVIII (Dec. 1951), 478-481.

Identifies 4 factors inherent in harmonious cooperative classroom living—recognition, relationship, responsibility, and respect—which afford a child an opportunity to express his individual ability and participate in social welfare as well as satisfy his need to be a participant and a leader. Providing individuals with status is an attempt to eliminate exclusion and discrimination and to encourage good relationships. This measure alone will not eradicate the possibility of prejudice and disruption of classroom climate because insecurity is not always expressed, and latent fears and anxieties often inadvertently become aroused.

Hildreth, Gertrude. "Some Misconceptions Concerning Phonics." XXXIV (Jan. 1957), 26-29.

Identifies 7 fallacies commonly expressed in publications as well as in discussions of reading instruction, and asks how these misconceptions, so widely held even among teachers and educators, can be corrected.

Hill, Ina H. "Experiences to Talk and Write About." III (Oct. 1926), 262-265.

Believes a child is the sum total of his experiences. One way a teacher can help enrich a child's life is through language arts. Provides a list of reading preferences of boys and girls.

Horowitz, Tillie. "Hobbies in the Auditorium, a Sixth Grade Project." XXII (Nov. 1945), 284-285.

Stresses the importance of hobby shows as a means to involve the parents and the community in language arts activities.

Huffman, Marian. "The Gifted Child." XXXV (May 1958), 322-323.

Humorous poem on how to best meet the needs of the "gifted" child.

Ikenberry, Nelda B. "Teaching Machines." XXXVIII (Oct. 1961), 395-397, 407.

Points out the constant interchange of activity between the machine's program and the student, with samples of programed materials included.

Jacobs, Leland B. "Teaching Conversation through the Conference." XV (Mar. 1938), 101-102, 104.

Suggests that a small group conference is a step toward the "humanization" of English.

Jewett, Ida A. "A Decade of Research in English in Teachers Colleges." XI (Jan. 1934), 21-29.

Offers a compilation which attempts to assemble, classify, summarize, and interpret studies of English in teacher training institutions in the decade prior to 1934. Classifies the studies under these headings: (1) teacher supply and demand, (2) curriculum, (3) classroom technics, and (4) measurement. Includes resumés of 44 studies in an appendix.

Johnson, Roy Ivan. "Thirteen Items of Personal Equipment for the Teacher of English." IV (May 1927), 143-145, 156.

Enumerates desirable personal characteristics that an English teacher might use in evaluating herself as a teacher.

Kasdon, Lawrence M. "The Place of Games in the Language Arts Program." XXXV (Feb. 1958), 106-107.

Discusses the many uses and the effectiveness of games in the learning process in the field of language arts. Stresses the importance of keeping them consistent with sound educational principles.

Keach, Everett T., Jr. "Occupational Folklore." XXXVI (Dec. 1959), 573-576.

Encourages the use of folklore related to occupations to help students experience the desired empathy with people involved in these occupations.

Kersting, Mary Frey. "Experience Charts in Primary Reading." XXIX (Nov. 1952), 416-418.

Delineates the advantages of using experience charts in primary reading: (1) self-stimulation, (2) meaningful word understanding, (3) meaning attached to written symbols of student's own language.

Kersting, Mary F. "Miss Marcia Brown's Day." XXXIII (Mar. 1956), 131-141.

Illustrates how an elementary teacher meets individual differences.

Leonard, Sterling Andrus. "Follow-up in English Form." III (Sept. 1926), 222-225, 228.

Explains types of tests for proofreading, plurals, possessives, singulars and plurals, irregular verbs, and *a, an.* Maintains that drill is futile and a *sense of need for learning* is important.

Lieberman, Myron. "Cultivating the Scientific Method in Group Discussion." XXIX (Apr. 1952), 211-215.

Believes the scientific method to be of most value in helping students to solve problems or resolve disagreements.

Lien, Marie. "The New Intercultural Education: Facts or Chauvinistic Myths?" XXI (Mar. 1944), 111-113.

Suggests that materials used in teaching intercultural education be examined: they may be of shabby quality and therefore merely reinforce prejudices.

Lucas, W. Carman. "A Few 'Ground Rules' for New Teachers." XXXVIII (Oct. 1961), 393-394.

Stresses the importance for a new teacher to begin to develop his own philosophy of teaching.

Lund, Mary Graham. "A Quiet Hour." XXIX (Dec. 1952), 466-467.

Suggests setting aside time in the curriculum for reflection and evaluation by the children of their school experiences.

McKee, Paul. " 'Fact' Form and 'Story' Form Reading Matter: A Comparison of the Relative Efficiency of Comprehension of Information Presented in 'Fact' Form and in 'Story' Form." III (Jan. 1926), 3-8.

Shows two ways of presenting information to children ("fact" and "story" forms), but the more desirable one the author found was "fact" form. In experiments the "fact" form insured more efficient comprehension and retention of material presented.

Martin, William. "Some Stories Should Be Memorized." XXXIV (Mar. 1957), 167-170.

Defends the position that on certain occasions stories and poetry told should be memorized.

Mazurkiewicz, Albert J. "An Experience with Democracy in Action." XXXII (Feb. 1955), 76-81.

Describes a teaching-learning experience in the Reading Clinic Laboratory School at Temple University.

Miller, Ethel Beryl. "Who Has the Button?" XL (Nov. 1963), 753-756.

Deplores the lack of teacher preparation in the area of language arts; advocates intensive training programs and the subdivision of the various aspects of language arts.

Miller, Helen Rand. "Oh! An English Teacher?" XXVIII (Oct. 1951), 322-325.

Contends that the stereotype of the English teacher is wrong and that a more positive approach to the teaching of the subject could change this image.

Miller, Nathan A. "What Is Teaching?" XXX (May 1953), 293.

Presents author's views on creative teaching. Calls for a positive approach in which the teacher accepts the pupil as he is. Declares that creative teaching should be example more than precept.

Moe, Maurice W. "A Simplified Essentials Test." III ((Dec. 1926), 315-320.

Shortens and simplifies the Alpha and Beta Briggs Form Tests to use at the elementary level since these tests were used primarily at the secondary level. Eight points are tested: (1) initial capital, (2) final period, (3) proper nouns, (4) sentence division, (5) question mark, (6) possessive singular, (7) commas before "but," (8) the apostrophe for contractions. Includes two complete tests with instructions for administering, scoring, tabulating results, and identifying deficiencies.

Mortensen, Louise Hovde. "A Casting File." XXXII (Dec. 1955), 543.

Recommends use of a casting file for a positive approach to pupil self-evaluation.

Mortimer, Owen. "Should the Teacher Use the Cane?" XXXIX (April 1962), 367-370.

Discusses with 35 10-year-olds in London, England, whether or not the teacher should cane behavior problems. The class agrees the teacher should not use the cane because there are other ways to teach.

Nees, Ruth Butts. "Needed: Storytellers!" XXXII (May 1955), 277-282.

Advocates storytelling experiences for student teachers as part of their preservice preparation.

Nettleman, Flora. "A Change for the Better." XIV (Nov. 1937), 265-266.

Discusses one community's solution to the problem of interclass competition when collecting for the Community Chest. Each class chose one organization to visit and study and eventually to report back the needs of the organization.

Newell, Ethel. "At the North End of Pooh." XXXIV (Jan. 1957), 22-25.

A study of bibliotherapy in which the author maintains that help from books is of two general kinds and of many degrees: (1) the slow, steady growth into a deepened self from the experiences of reading real literature; (2) an immediate first-aid for emotional illness, which may be found in the here-and-now books with a mission, not lasting literature, but as necessary as a shot of penicillin for a particular infection.

Orndorff, Bernice. "Professionalizing English Courses for Normal Schools." IV (May 1927), 139-142, 156.

Discusses methods and procedures that teacher training institutions might utilize in preparing students to teach English.

O'Rourke, Mary A. "We Evaluate Our Classroom Activities." XXVII (Dec. 1950), 521-524.

Sets up evaluative criteria for 3 essential types of student activities, namely, pupils' oral reports, pupils' participation in an interview of a resource visitor to the classroom, and the pupils' learning experience in an excursion from the classroom.

Peeler, Ruth B. "Helping the Kindergarten Get Ready for First Grade." XXXII (Apr. 1955), 221-223.

Describes how a 1st grade class helped a kindergarten prepare for 1st grade by inviting them to visit.

Reid, Ann. "We Learn What We Desire to Learn." XXXVII (Dec. 1960), 536.

Discusses a novel method used to teach alphabetizing to a special education class.

Richardine, Sister Mary. "The Experience Unit in the First Grade." XX (Jan. 1943), 23-26.

Believes in the use of the "experience unit" because it comes nearer to her true goal–building personalities with a purpose in life and pointing out the means of achievement with material at hand. Relates 6 outcomes of this method of approach.

Rollins, Charlemae. "Story-Telling–Its Value and Importance." XXXIV (Mar. 1957), 164-166.

Relates the history and importance of storytelling.

Rounsley, Joann S. "The Old and the New." XXX (Mar. 1953), 141-144.

Evaluates traditional methods as opposed to new learning theory in teaching language.

Schaeffer, Frederic J. "Machine Teaching and the Psychology of Learning." XXXIX (Apr. 1962), 357, 389.

Discusses a learning experience of the author's 2-year-old son. Points out the obvious pitfalls a psychologist can fall into if he theorizes excessively about a simple experience, such as learning to get gum from a gum machine.

Schleicher, Russell F. "Beginner Begin." XXXIX (Oct. 1962), 556-557.

Encourages the teacher to collect work done by the children in his classes. Suggests keeping objective anecdotal records. Notes that the teaching career can be one of research.

Shea, Marion Emory. "Language Arts for the Teacher." XXIV (Apr. 1947), 244-249.

Suggests a program for elementary art teachers covering broad subject areas. All courses should be observation, demonstration, and participation courses; objectives and procedures in teaching communication skills, especially oral, should predominate. Writing is limited to a research and few brief papers.

Sherwood, Gladys F. "Guides to Discussion in the Middle Years." XXIX (Apr. 1952), 206-210.

Offers 11 guidelines to help teachers set up group discussions in the later elementary grades.

Shutte, Donald G. "But Where Can We Find the Materials?" XXXVI (Oct. 1959), 399-400.

Annotates a list of books, periodicals, and bulletins containing materials to help the teacher meet the child at his own level.

Skelton, Dorothy. "Pupils' Interests in Reading." XXXVIII (Apr. 1961), 246-249, 263.

Lists and discusses the interests of 28 6th graders.

Smith, Dora V. "English in the Upper Grades." IV (Sept. 1927), 191-195, 200.

Contends that English in the upper elementary grades takes on importance in light of the unusually impressionable nature of the students at that level and their eagerness and restlessness to meet with success; yet high retention rates of students at this level seemed to indicate that the goals in English were not realistic. Maintains that English teachers should spend more time on grammar, the key to oral and written expression that will help the student attain that much sought after success.

Solheim, Adele K. "Let's Get Acquainted." XXII (May 1945), 163-164, 181.

Discusses the importance of motivating children to study children from other lands and possible means or devices to use.

Southerland, A. H. "The Social Individual Viewpoint." II (Mar. 1925), 97-99.

Discusses grouping and compares strong and weak groups. Also gives advantages and disadvantages of groups.

Southworth, Gay. "The Bakery: A Second Grade Unit." XXVII (Nov. 1950), 425-438, 460.

Contains a completely correlated unit on a bakery.

Sterling, Edna L. "First Things First." XXX (Oct. 1953), 325-326.

Calls for teachers to understand, accept, and guide sharp changes of growth among children. Suggests that the teacher must always be working toward improvement in whatever area she is working, but she must put first things first and move from meaning to form and correctness. Calls for an active, creative, and free school atmosphere.

Stewart, Miller J. "Workbooks: Help or Hindrance?" XLIII (May 1966), 477-479.

Presents both sides of workbook usage. They can be valuable if properly used: contribute to better reading skills when not used as busywork, satisfactory if teachers make proper provision for their use, fill a serious need–drill and practice work (experts who plan workbooks have specific skills which teachers lack). Some limitations: restrict the educational program, not educationally sound, fail to provide specific language improvements, become a crutch for lazy or poor teachers, and fail to provide adequately for individual differences.

Stewart, Miller J. "Workbooks: 1930-1964." XLIII (Feb. 1966), 149-153.

Gives an annotated bibliography of magazine articles (1930-1964) for researching workbook materials.

Stratton, F. K. "Shade of Samuel Morse." VII (Jan. 1930), 6-7, 10.

Provides a view of how one teacher successfully used the "Project Method." Based on the idea presented, "How to Make a Telegraph," many varied activities evolved, including actual construction and sale of telegraphs, which in turn led to the study of keeping simple accounts in arithmetic and the study of Samuel Morse in history.

Swatsley, Thelma. "Some Suggestions for Fifth Grade English." III (Mar. 1926), 73-75.

Summarizes one 5th grade class's English activities and the motivation for them.

Van Gilder, Adalyn. "A Good Day." XXX (Oct. 1953), 333-337.

A 1st grade teacher describes the first day in 3 months of teaching that she did not go to school with a minutely detailed list of things she wanted to include in the day's activities, and instead went with a broad framework for the day in mind and let the children share in the planning as the day began.

Ware, Inez Marie. "The Case of Terrible Ted." XXXVII (Jan. 1960), 33-35.

Tells how a student with behavior and discipline problems is reached through a story that allows him to express himself in dialect and how the student subsequently improves in classroom behavior and in his attitude toward the teacher.

Warshaw, Mimi B. "Reading Activities for Substitute Teachers." XLII (Apr. 1965), 391-392.

Provides the following suggestions for substitute teachers to be used during the reading period: (1) use the time allotted for reading for language arts activities (children do not have to read); (2) choose a lesson of educational value, not for meaningless busywork; (3) don't infringe upon the regular teacher's future plans; (4) make sure the activity is easy to explain and initiate; (5) require minimum preparation.

Suggests activities which can be adapted to various grade levels: homonyms, categories, similes, descriptive adjectives and adverbs, rewriting basic sentences, puzzling proverbs, think fast and write, abbreviations, what's missing, Buzz game, and crossword.

Washburne, Carleton. "Individualization of Instruction in English." IX (Sept. 1932), 185, 187.

Discusses specific uses of individual and group activities in English instruction.

Watts, Charles B., and Caliguri, Joseph. "Program for Teacher Language Improvement." XLIII (May 1966), 518-520.

Presents an inservice program for teachers which was to train the teachers in all of the language arts skills needed to be effective.

West, Helen, and Wozencraft, Marian. "Can We Meet Individual Differences?" XXXV (Dec. 1958), 519-521.

Stresses the need for teachers to know the cultural backgrounds of their children in order to help the children achieve success on their own level.

Wheeler, Lester R. "Dealing with Visual Problems in the Classroom." XXII (Oct. 1945), 226-232.

Suggests the means by which the classroom teacher can detect visual problems in her students and the ways she can conserve the students' eyesight.

Williams, Katharine Taylor, "Young Children Dramatize a Christmas Carol." XXVII (Dec. 1950), 511, 526.

Describes a play presented by a 1st grade class for the Christmas season based on animals that the children drew and constructed from descriptions in a 12th century carol, "The Friendly Beasts," sung to them by the teacher.

Wilson, Louis Ada. "Aids for Learning Poetry." XXXIII (May 1956), 284-288.

Presents a "whole" method for teaching poetry and tells how it stimulates pupils to memory work and even to the writing of original poetry.

Wilt, Miriam E. "Shall We Let Them Create?" XL (Apr. 1963), 357-361, 391.

Discusses creative expression in the elementary school and encourages teachers to help children develop their creative potential.

Wiswall, Zilla. "The Junior Red Cross as a Motivating Force in English." VI (June 1929), 154-156.

Emphasizes the importance of the Junior Red Cross as a motivational tool in teaching English. Suggests the ways its activities can stimulate regular school work.

Witty, Paul. "Evaluation of Methods and Devices to Improve Reading Rate and Comprehension." XXXI (May 1954), 260-267.

Discusses methods and devices being used to improve rate and comprehension. Concludes that programs for reading development in schools should be centered on the fostering of enjoyment in reading.

Witty, Paul A. "The Teacher Who Has Helped Me Most." XXIV (Oct. 1947), 345-354.

Reports the findings of contests in 1946-47 which showed 15 qualities that school children look for in a teacher.

Wolfe, Don M. "Self-Expression: The Heart of the Language Arts." XXXIV (Nov. 1957), 450-455.

Presents an argument for teaching English through the functional approach or experience curriculum.

Woodall, Nora. "To a New Teacher of Grade Four." XIV (Mar. 1937), 101-102.

Suggests procedure on how to use the text as a guide, not a word for word prescription.

Yuen, Jack; Carillo, Lawrence; Bjonerud, Corwin; and Chambers, Dewey. "The Electric Portable Typewriter as an Instructional Tool in Fourth Grade Language Arts." XXXIX (Feb. 1962), 101-108.

Reports research as to what is the proper age to begin instruction in typing and if it can be used in the elementary school to aid in learning listening, speaking, reading, and writing skills. Indicates that children seem to learn language arts skills to a higher degree with a typewriter than without.

Zeligs, Rose. "Teaching Character through a Sixth Grade English Club." IX (Feb. 1932), 27-30, 46.

Defends and justifies a 6th grade English club for its weekly contributions to character building.

Zeligs, Rose. "A Year's Growth in Brotherhood." XXXVI (Mar. 1959), 166-171.

Illustrates how children's attitudes reflect those of their parents and teachers by describing a suburban Cincinnati school where the average grade equivalent of a 6th grade class rose 1.75 per student in a school year. Attributes this improvement to intercultural education taught both directly and indirectly through opportunities presented daily: community incidents, illustrative filmstrips, social studies projects, and reading about brotherhood.

Miscellaneous—28

[Anonymous.] "How Much Do Teachers Know about Current Affairs?" XXV (Nov. 1948), 403-417.

Discusses findings that teachers are uninformed on world affairs, citing especially a report by Douglas Waples on the reading interests of teachers.

Brumbaugh, Florence. "Victory Will Be Fun." XXI (Feb. 1944), 63-65.

Describes activities of children to raise money for the Junior Red Cross during World War II.

Certain, Julia L., and Hatfield, W. Wilbur. "A Brief Look Backward." XXXI (Oct. 1954), 322-325.

Mrs. Certain presents a history of the *Elementary English Review* (now called *Elementary English*).

Mr. Hatfield describes the birth and growth of the Elementary Section of the National Council of Teachers of English.

Dawson, Mildred A. "Christmas, Yesterday and Today." XXIV (Dec. 1947), 551-555.

Compares Christmas observances in the United States with those in some European countries and Mexico in 1937 and again in 1947. Emphasizes how war had changed the happy event.

"English Teacher Preparation Study: Guidelines for the Preparation of Teachers of English–1967." XLIV (Oct. 1967), 639-650.

These guidelines for the preparation of teachers of English in the secondary schools and for that portion of the preparation of elementary teachers related to the teaching of English emerged from the English Teacher Preparation Study, a project conducted jointly by the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Council of Teachers of English (NCTE), and the Modern Language Association of America (MLA), with the cooperation of Western Michigan University, Kalamazoo. The guidelines, which suggest desirable competencies for teachers of English, should help state departments of education evaluate (1) programs for the preparation of teachers offered by institutions seeking accreditation, and (2) individual applicants for certification. They should also help colleges and universities to develop and evaluate programs which prepare teachers for the elementary schools and teachers of English for secondary schools and should encourage institutions to select and recruit good teachers for the profession.

New York Times Editorial, Sept. 14, 1925. "Exterminating Ducks." II (Sept. 1925), 235, 239.

Urges much needed and uniform laws regulating the hunting of wild ducks in different states. Encourages young people and adults to cooperate in the conservation of these birds. Suggests some restrictions for hunters. [Article included as part of Thought and Action in Composition series.]

Nicholson, James T. "Partners in War Relief." XVII (Dec. 1940), 304-306.

Tells of the Red Cross appeal for funds for European refugees and the fund campaign carried on by the Junior Red Cross.

Non-English Speaking Pupils—29

Abraham, Willard. "The B-Lingual Child and His Teacher." XXXIV (Nov. 1957), 474-478.

Presents a curriculum for preparing teachers to teach students whose second language is English.

Bacher, June. "A Breakthrough on the Language Barrier." XLIII (Feb. 1966), 119-120.

Discusses a method of instant translation known as the "Language-Gram" which enables persons of different languages to communicate without the aid of a translator.

Bender, Hilda M. "Teaching English to Children of Immigrants." III (Mar. 1926), 76-79.

Provides a procedure to teach oral and written composition to immigrant children.

Ching, Doris C. "Methods for the Bilingual Child." XLII (Jan. 1965), 22-27.

Deals with experimental studies made concerning methods of teaching bilingual children. Gives insight into the needs of these children.

Dann, Janet Anne. "Introducing English to a Bilingual Majority Group." XVII (Jan. 1940), 18-22, 47.

Discusses methods of teaching English to a bilingual student.

Decker, Mary. "From 'Si' 'Yes'." XLII (Jan. 1965), 35-37, 53.

Points out the trouble American children, already in the classroom, have with language study, so teachers should expect newcomers to have difficulty with the English language also.

Dykstra, Gerald. "The TESL Materials Development Project." XLII (Nov. 1965), 787-790, 807.

Presents the purposes, sponsorship, and research aspects that are underway for the Teaching English as a Second Language (TESL) Development Project at Columbia Teachers College.

Gagné, R. G. "English for the First Canadians: Eskimos and Indians." XLIII (Oct. 1966), 583-586, 595.

Describes a survey of Canada's educational policies and the first Canadian teaching of English as well as teaching the people today.

Gorun, Jacqueline. "English as a Foreign Language." XXXV (Dec. 1958), 513-515.

Describes procedures and problems facing teachers in Spanish-English elementary schools in Mexico City.

Hall, Robert King. "English Teaching in Argentina and Brazil." XIX (Mar. 1942), 77-84.

Relates the problems encountered in attempting to improve English instruction in Argentina and Brazil, and calls for changes in federal education laws of those countries.

Jacobs, John F., and Pierce, Marnell L. "Bilingualism and Creativity." XLIII (May 1966), 499-503.

Reports an investigation made based on the possibility that a relationship exists between bilingualism and creativity. Five groups of children—20 monolingual, 17 Spanish, 16 Greek, and 18 Czech Americans —were interviewed individually. The results indicated that bilinguals scored higher on the nonverbal "uses" test of creativity and slightly lower on the verbal "word meanings" test. When compared for IQ, bilinguals scored higher in creativity tests.

Jensen, J. Vernon. "Effects of Childhood Bilingualism." (1) XXXIX (Feb. 1962), 132-143; (2) XXXIX (Apr. 1962), 358-366.

Part I discusses the ill effects of bilingualism and suggests ten problems.

Part II summarizes the beneficial effects of bilingualism. Agrees that a second language may be taught in the conventional formal classroom manner beginning at age 8-10; however, the native tongue should be used as the medium of instruction.

Livsey, Rosemary Earnshaw. "Mañana." VI (Dec. 1929), 261-263, 275.

An anecdotal record of how Mexican children became interested in reading for themselves.

Long, Ralph B. "Second-Language Teaching and the Schools." XL (Oct. 1963), 617-619, 622, 663.

Stresses the importance of teaching children, early in childhood, a second language. Emphasizes the importance of teacher attitude and appropriateness of the materials.

Martindale, Genevieve. "Teaching English to Mexican Boys." VI (Dec. 1929), 276-278.

Discusses a way of teaching non-English speaking students to speak and read English. Recommends that pupils write all reading lessons, that the project method be employed, and that the study of verbs be stressed.

Mosser, Ann, and Motylewski, Susan. "From Navaho to White Man's Tongue." XVI (Dec. 1939), 303-306.

Suggests a program to help teach children English as a second language with special application to Navaho children.

Neal, Elma A. "Adapting the Curriculum to Non-English Speaking Children." VI (Sept. 1929), 183-185.

Suggests in detail ways to teach English to non-English speaking children, based on the author's experiences in San Antonio schools.

Rice, Mabel F. "Democracy, 1903 Model." XVIII (Oct. 1941), 225-227.

Tells the story of a foreign girl whose classmates teach her to speak English.

Solomon, Esther Marie. "Using the Home Experiences of Foreign Children in an A3 Retarded Group." II (Sept. 1925), 244-246.

Relates the experiences of a teacher in working with a retarded group of foreign students of 12 different nationalities. Students were not at ease with one another, felt self-conscious, and had difficulty with the English language. Relates methods used by the teacher in oral and written composition in overcoming these obstacles.

Thompson, Hildegard. "Teaching English to Indian Children." XLIII (Apr. 1966), 333-340.

Explains that the fundamentals of the Indian program are based on the following beliefs: (1) the development of spoken English precedes the development of English reading and writing skills; (2) spoken English in the early elementary grades should be developed in association with classroom, home, and community experiences; (3) experiences provide the meaning content of language.

Timothy, Sister M., R.S.M. "The Reading Problem of the Bilingual Child." XLI (Mar. 1964), 235-237, 241.

Deals with the dilemma of the child who is accustomed to a foreign language but has had to adopt English. Suggests positive ways of handling the situation so that the child achieves the ability to speak or read more than one language.

Tireman, L. S. "The Bilingual Child and His Reading Vocabulary." XXXII (Jan. 1955), 33-35.

Explores needs and helpful technics of teaching bilingual children in elementary school reading.

Tireman, L. S.; Dixon, Newel; and Cornelius, Vera. "Vocabulary Acquisition of Spanish-Speaking Children." XII (May 1935), 118-119.

Describes a program inaugurated in 1931 at the San Jose Experimental School to ascertain the number of English words Spanish children could learn in a school year. A list of 500 words, based upon social utility and rate of occurrence in books, was prepared. Results at the close of the school year: word sample 500, median comprehension 455. Such results indicate that it is possible to teach a much larger vocabulary than is ordinarily assumed.

Tireman, L. S., and Hughes, Marie M. "A Reading Program for Spanish-Speaking Pupils." XIV (Apr. 1937), 138-140, 152.

Describes procedures for building reading and speaking vocabularies in English before teaching Spanish-speaking children to read in English.

Wallace, Almina. "Bilingualism and Retardation." XXXIII (May 1956), 303-304.

Points out that bilingual children need the same understanding as others in regard to child development and language growth.

Werner, Ruth E. "An Oral English Experiment with Navaho Children." XLIII (Nov. 1966), 777-784.

Describes a program for teaching English to Navaho children using an aural-oral approach.

Wilkinson, D. H. "Self-Realization and Group Living through Language Development." XXXI (Apr. 1954), 210-213.

Provides factors to encourage and develop an effective instructional program for language development in the primary school centered on the domestic life of the Mexican-American. Teacher, principal, and curriculum coordinator used this approach to help bilingual children break the barriers of insecurity and emotional adjustment.

Oral Language—30

Abney, Louise. "Speech and the Classroom Teacher: Some Specific Suggestions." XIX (Dec. 1942), 298-300.

Lists 11 specific suggestions needed drastically for proper presentation of oral delivery before a group of listeners.

Baker, Elmer E., Jr. "Ten Ways for the Classroom Teacher to Aid the Speech Correctionist." XXXIV (Nov. 1957), 479-480.

Discusses ways the classroom teacher can aid the child needing speech therapy and speech correctionists.

Baruch, Dorothy W. "Creative Language for Grownups and Children." X (Jan. 1933), 13-15, 22.

Advocates teacher transcription of children's extemporaneous storytelling rather than forced creative writing assignments for primary school children.

Beery, Althea. "Oral Language and Inter-Group Harmony." XXV (Mar. 1948), 161-173.

Explains the impact of the oral language program of the elementary school in contributing to harmonious human relationships. Lists ways in which intergroup harmony might be developed.

Betts, Emmett Albert. "Acres of Diamonds." XXV (Jan. 1948), 32-34.

Compares the infant to a raw diamond in his capacity for language development.

Beverley, Clara. "Standards in Oral Composition, Grade One." II (Dec. 1925), 360-361.

Suggests standards for oral composition developed by a 1st grade teacher in Detroit. Notes that characteristics and qualities which may be found in literature are recognizable in children's work.

Bloom, Robert M. "A Program for Oral English." XLI (Feb. 1964), 158-164.

Contends that occasional drill in oral English skills is not enough, principles of speech must be taught as consistently as arithmetic, and this training should be carried over into all subject areas.

Bowden, Florence B. "Conversation and Discussion in the Elementary School." XXIV (May 1947), 293-302.

Gives ways a teacher can plan for and involve a class in conversation and discussion; lists discussion standards.

Breinholt, Verna. "Freedom of Speech for Children." XXIX (Feb. 1952), 90-92, 98.

Deals with a planned program for the 5-15% of school age children who have speech problems.

Brown, Kenneth L. "Speech and Listening in Language Arts Textbooks." (1) XLIV (Apr. 1967), 336-341; (2) XLIV (May 1967), 461-465, 467.

Part I presents a study of 54 textbooks published from 1959 to 1964 in relation to three questions: (1) What criteria guide authors and publishers in writing textbooks? (2) To what degree and how are speech and listening content emphasized? (3) What is the nature of the speech and listening content? Although authors and publishers express a need for emphasis upon speech and listening, actual emphasis in the books does not support this. There is a tendency to regard oral activity as a lesson in speech, listening is not emphasized as a distinct area for direct instruction, nor is improvement in listening frequently related to improvement in speaking.

Part II focuses on the specific nature of the speech and listening content: (1) speaking for specific purposes in social situations is emphasized more than the mechanics of speech; (2) teaching listening directly is stressed most; (3) creativity in speaking is rarely stressed; (4) textbooks largely neglect the development and preservation of spontaneity in speaking; (5) bodily action as a part of speaking is neglected; (6) skill development in voice usage and in articulation, pronunciation, and enunciation presents a problem.

Bryngelson, Bryng. "The Function of the Specialist Teacher of Speech." XXIII (Feb. 1946), 89-90.

Discusses speech problems, how they are dealt with, and who handles them. Puts emphasis on the function of the speech specialist.

Carey, Marjorie. "Children's Literature and Creative Speech." XXXVI (Dec. 1959), 543-548.

Discusses methods of using literature to motivate proper speech habits with students who have speech difficulties. Sets up guidelines for using literature that will hold the interest of the child and encourage speech activity.

Chapin, Alice C. "Speech Correction as a School Problem." V (May 1928), 135-136.

Suggests that the classroom teacher should (1) provide an environment conducive to good speech, (2) develop an understanding attitude toward children with speech defects on the part of other children, (3) give thoughtful attention to selection of special materials for children with speech defects, and (4) give children with speech defects opportunities to express themselves.

Chase, Naomi C. "Speech in the Elementary School." XXX (Mar. 1953), 137-141.

Itemizes goals for teaching speech in the elementary school.

Classroom Teachers in the Carter School, Chicago. "Teaching Oral Composition in the Grades." II (Sept. 1925), 252-254.

Lists steps the teachers followed in lesson planning. Explains a project with social values completed by students of the same school. Gives purpose for the project and procedure followed.

[See also articles by James F. Hosic, Mary H. Kinsey, Abby E. Lane, Julia McNamee, and Charlotte Scott in this section, and by Lillie A. Burke in section on Dramatics.]

Davis, Helen C. "The School Assembly: A Situation for Oral Composition." IV (May 1927), 153-56.

Unfolds the procedures for using a monthly assembly program that will help train pupils in oral expression.

Dawson, Mildred A. "Interrelationships between Speech and Other Language Arts Areas." XXXI (Apr. 1954), 223-233.

Presents important technics stressed in the relationship between speaking and listening. Portrays information which can help one to distinguish barriers in reading and apply tactics to improve reading (oral and silent) and writing, and obtain good concepts in word usage and comprehension.

DeBoer, John J. "New Horizons for the Language Arts." XXIII (Mar. 1946), 108-114.

Expresses the need for developing language art skills and indicates three promising developments in this area. Discusses the functional approach to language.

De La Hunt Lois. "Are We Teaching Communication?" XXIII (Nov. 1946), 295-298.

Describes a study conducted in a Minneapolis elementary school in 1946 to secure the answers to such questions as these: At what grade should children begin to take notes while another child gives a report? Are the using of acceptable English and the employing of complete sentence form being taught as tools for a purpose or practice for the sake of practice? Are children able to use these skills independently? In what grades do children attain independence in the use of such skills? When items were listed according to frequency of attention, the following results were shown: top half: work-type aspects of language and reading, giving and hearing reports, group discussion; median: working in small groups, planning what to do next, parliamentary procedure, and reading aloud; below middle: creative writing, acting out story or play. The emphases in the 3 grades were as follows: 4th: learning new words; 5th: reading for information; 6th: giving reports. The common emphasis in all three: reading for information.

DeLawter, Jayne Anne, and Eash, Maurice J. "Focus on Oral Communication." XLIII (Dec. 1966), 880-882, 891, 901.

Deplores the lack of emphasis on oral language instruction. Suggests ways of improving children's language.

Duggan, Anna E. "Oral Composition in Sixth Grade." III (Feb. 1926), 52-55.

States the importance of oral language. Gives aims of 6th grade oral composition and discusses the field of motivation. Suggests how to carry out aims.

Eckelmann, Dorathy. "Books on Speech Correction and Speech Improvement for Elementary School Teachers." XXIV (Jan. 1947), 47-49.

Lists 28 books and their descriptions for the elementary teacher to use with speech cases.

Eckelmann, Dorathy. "If Johnnie Stutters." XXII (Oct. 1945), 207-213, 235.

Suggests that a classroom teacher's role can arrest or increase a stuttering problem, not necessarily by being too sympathetic nor by ignoring but by being in the middle.

Eckelmann, Dorathy. "Overcoming Speech Difficulties." XXIII (Dec. 1946), 358-363, 366.

Feels that, rather than having a daily class period with exercises, the teacher should incorporate such exercises in a lesson as they are related to the production of the specific sound being taught. Advocates using the available resources of a speech correctionist or a speech clinic; a teacher might give individual help if the above mentioned are not available. The teacher, if she gives the help, must have a discerning ear, knowledge of formation of speech sounds, unlimited ingenuity, and patience.

The steps in speech improvement include (1) analysis and study of the speech problem; (2) testing the child—standardized or own tests; (3) referral to proper agency if the problem is physical; (4) making child aware of problem; (5) giving ear training—one sound at a time.

Eckelmann, Dorathy. "The Speech Correctionist Talks with the Classroom Teacher." XXII (May 1945), 157-162.

Discusses the means whereby the classroom teacher can help her students in oral communication more realistically. Because many poor speech habits are learned, they can also be unlearned.

Edman, Marion. "Some Implications of Research for Speaking." XXXIII (Oct. 1956), 386-389.

Deals with the psychological and social aspects of verbalizing in the classroom: personality development, caste and class status, and speech as a phenomenon of group relatedness.

Elliott, Una B. "Mother Goose for Early Group-Verse-Speaking." XXI (Apr. 1944), 146-149.

Discusses group speaking as an immediate and a fascinating motivation for speech improvement, through developing a sense of rhythm, crisp and clear articulation, ear training and discrimination, modulation, better tonal quality, and tongue and lip muscle exercises. Mother Goose verse lends itself well to speech practice.

Everhart, Rodney W. "The School as a Communication Laboratory." XXXIX (Feb. 1962), 129-131, 152 .

Discusses the importance of assisting children to develop good habits of oral communication. Suggests that it is up to the creativity of the teacher to find ways to improve communication habits, ways which should include patterns of evaluation, understanding, and appreciation as functional parts of daily living.

Faculty Committee Report. "Oral and Written Expression." XXII (Dec. 1945), 330-332.

Attempts to show the place of the language arts program in the elementary school. Urges teachers to develop a functional program in which communication is practiced in social situations; suggests ways in which this may be accomplished.

Fry, Dorthea. "Experiences in Speaking." XXVIII (Mar. 1951), 126-129, 171.

Suggests the primacy of speech in the classroom and the need for more student participation in oral language. Sees the need for the teacher to analyze her own oral language to see if it is a good model for the children and if she is monopolizing the class time with her own speaking.

Furness, Edna Lue. "A Remedial and Developmental Speech Program." XXXII (May 1955), 289-295.

Discusses the nature of speech defects and outlines possible causes and teaching procedures for remedial work in a developmental speech program.

Gabel, Mary Theresa. "Helping Children to Express Themselves Orally." XXXIV (Nov. 1957), 459-461.

Stresses attainment of facility and use of oral language by providing daily opportunities for children to talk in an atmosphere that is relaxed yet stimulating.

Gale, R. J. "Steps to the Good Oral Report." XXIII (May 1946), 214-218.

Mentions reasons for oral reporting to be used in school. Discusses in detail the steps to achieving a good oral report. Suggests topics as subject material for good reports.

Giddings, Frances. "Activities to Improve English." VI (Dec. 1929), 269-272.

Suggests criteria for selecting activities for use in oral language development with foreign children in kindergarten and primary grades.

Gunderson, Agnes G. "The Young Child and Word Meanings." XIX (Feb. 1942), 51-54, 58.

Deals with the young child's understanding of words commonly used in everyday speech. Studies show that 7-year-olds are original in their thinking and give a variety of responses, and that younger children express themselves more freely than older children. Concludes that teachers must encourage an interest and feeling for words so that students will have a more effective and interesting way of speaking in their daily lives.

Gunn, M. Agnella. "Speech in the English Program." XXVI (Nov. 1949), 399-403.

Lists procedures and suggestions for motivating improvement in reading and speaking.

Hahn, Elise. "The Speech of First Grade Children in Audience Situations." XXV (Jan. 1948), 39-46, 57.

Studies speech of 1st graders and lists ways to improve their speech.

Haimbach, David. "Organizing Thinking." XXXIX (Feb. 1962), 114-118, 143.

Using famous personalities as examples of his theory on how organization of ideas contributes to the effectiveness of communication, the author discusses the positions of the speaker and the listener and suggests skills that would improve their respective situations. Relates these skills to the young child.

Harbage, Mary. "Once Upon a Time." XXVII (Apr. 1950), 209-211, 218.

Stresses the values of storytelling as a method of teaching.

Harring, Sydney. "A Scale for Judging Oral Compositions." V (Mar. 1928), 71-73, 76.

Evaluates oral reading by means of stenographic records made while children read their compositions; the themes were graded by at least three persons separately. Includes some of these compositions and a judgment made of each on its values and defects.

Harris, Dale B. "Child Development and the Language Arts." XXIII (Dec. 1946), 367-369.

Discusses the following hypotheses about child development: (1) there is a close relationship between social development and language development; (2) each child has gained experience in social relationships and oral expression before entering a public school; (3) opportunities should be created for the quiet child to practice verbal and social skills; (4) there is some evidence that major adjustments being made in another phase of the child's life may delay or slow down his language development; (5) experiences such as field trips and laboratory experiences are significant in motivating the child to develop new concepts and acquire new symbols. Advocates more attempts on the part of elementary teachers to encourage students to express their ideas in writing at an earlier age.

Harrison, M. Lucile. "Need for an Adequate Oral Language Program." XVIII (Mar. 1941), 99-102.

Give reasons for a decrease in oral language development in the primary grades and gives suggestions for improving linguistic development: (a) extending spoken vocabulary; (b) enriching and refining word meaning; and (3) increasing length and complexity of sentence structures.

Harvey, Mary Lu. "Verse Speaking for Speech Improvement." XXI (Nov. 1944), 270-271.

Tells of the improvement of children's speech through more speaking in a Grand Island, Neb., school.

Heffernan, Helen. "Readiness for Oral and Written Language." XXVII (Apr. 1950), 247-253.

Notes that factors contributing to development of language skills include environment at home and at school. Suggests that types of experiences that call for social speech should be provided. Readiness for written expression comes later than oral expression and must await development of thought processes, vocabulary, spelling ability, and muscular coordination.

Hosic, James F. "The Chicago Standards in Oral Composition." (1) II (May 1925), 170-177; (2) II (Sept. 1925), 255-261.

Describes a 3-year experiment of the Chicago school system in developing a set of composition standards. Five compositions were selected from grades 6, 7, and 8 from each of 13 schools. Each composition, a narrative of a personal experience, had been rated poor, fair, good, excellent, or superior by the teacher on the bases of aim, materials, and achievement; mechanical errors were ignored. The committee in charge listed the skills considered most important at each gade level for the mastering of written and oral composition.

Hottman, Lillian N. "Good English Knights." IV (Nov. 1927), 274-277.

Reports a 6th grade unit on knighthood and chivalry during which it was observed that the students had difficulty in speaking correctly. The class's decision to have a contest for speech improvement resulted in increased language consciousness, development of the dictionary habit, and more awareness of correct speech.

Hultzén, Lee S. "Pronunciation." XXIX (Nov. 1952), 402-406, 413.

States that a child's dialect should not be corrected by the teacher to conform to her dialect, or even corrected to conform to the local dialect, because this leads to confusion for the child.

Johnson, Lois V. "Group Discussion and the Development of Oral Language." XXXIII (Dec. 1956), 496-499.

Describes the importance of group discussion in oral language development in the early school years. The transition of the young learner from preschool habits to school use of oral language is important.

Johnson, Lois V. "The Process of Oral Reporting." XXXV (May 1958), 309-313.

States that oral reporting is a part of the total communication program in an elementary school. Gives the process for oral reporting.

Jones, Daisy M. "So You Have Something to Say!" XXXVI (Apr. 1959), 248-252.

Points out that in order for oral communication to be successful, the chairman, speaker, and listener all have certain responsibilities.

Jones, Morris Val. "Choral Speaking in the Elementary School." XXXV (Dec. 1958), 535-537.

Discusses values of choral speaking in the elementary school as enumerated by Helen Hicks.

Kinsey, Mary H. "Oral Composition Grade 2A." II (Jan. 1925), 27-28.

Reports in dialogue form assist a teacher in helping a student to compose orally.

Kopp, O. W. "The Evaluation of Oral Language Activities: Teaching and Learning." XLIV (Feb. 1967), 114-123.

Evaluates listening and speaking as language arts skills; discusses activities for listening and speaking and their evaluation; includes guidelines for teachers.

Lane, Abby E. "Lesson Procedure in Oral Composition for Second and Third Grades." II (Jan. 1925), 25-26.

Presents the outline of procedures as drawn up by the principal of the Carter School, Chicago.

Larson, Elsie R. "An Oral English Lesson Grade 4." II (Feb. 1925), 61-63.

Provides a unit on the telegraph for talks and stories. The purpose was to improve speeches as a result of class corrections.

Lawrence, Cloe J. "Testing to Discover Prevalent Speech Errors." IX (Mar. 1932), 73-75.

Lists most frequent speech errors at home, school, and elsewhere of 100 pupils.

Lindberg, Lucile. "Oral Language or Else." XLII (Nov. 1965), 760-761, 804.

Elaborates the benefits of oral language and its place in helping a child develop a positive self-concept. Stresses the importance of teacher skill in developing in-depth discussions.

McConnell, Robert E. "Speech Education for the Teacher in Training." XII (Dec. 1935), 274-276.

States a need for work in speech, speech correction, and oratory for public school teachers. Gives some suggestions for the teacher training program.

McNamee, Julia. "Teaching Oral Composition in the Primary Grades." II (Feb. 1925), 58-61.

Outlines steps of oral composition: (1) putting the story together, (2) telling the story, (3) judging the story, (4) showing courtesy to the storyteller. Class discussion followed with pupils writing their own stories.

May, Frank B. "The Effects of Environment on Oral Language Development." (1) XLIII (Oct. 1966), 587-595; (2) XLIII (Nov. 1966), 720-729.

Describes ways of developing poise in siveness of oral language and the influence of environment: (1) parental relationship, (2) siblings, (3) child rearing practices, (4) socioeconomic status, (5) factors of sex differences in language development, (6) influence of persons in the home.

Millsap, Lucille. "Oral Reporting." XLII (Feb. 1965), 197-200.

Lists the objectives of oral reporting and gives suggestions for reports.

Murphy, Marie. "Poise Is Practice Perfected." XXXVIII (Apr. 1961), 232, 263.

Describes ways of developing poise in a child. Illustrates a situation where the class set up goals for poise to be achieved by chairman and speaker.

Netzer, R. F. "Stimuli for Oral Language: An Evaluation of Certain Materials." XV (Mar. 1938), 91-94.

Reports an evaluation study of new materials, the procedures for stimulating oral composition, and the conclusions reached.

Oerting, Ella. "May the Child Speak?" VI (Feb. 1929), 47-48.

Claims that oral English work should not be dropped from the standpoint of its value in social situations. Illustrates how it is essential for maintaining good mental health, and for training in socializing, stabilization, and achieving harmony.

Oerting, Ella. "Speech Hygiene." VI (Mar. 1929), 76-78.

Identifies and poses possible solutions for some mental causes of speech defects.

Oerting, Ella. "Speech Technique." VI (June 1929), 151-153.

Deals with the necessity of teaching correct speech and the methods by which this can be accomplished.

Osband, Helen. "Story Telling in the Speech Curriculum." X (Feb. 1933), 35-37.

Pleads for a laboratory course in storytelling for elementary school teachers.

Parent, Norma. "Speech Techniques and Children's Literature." XXVII (Nov. 1950), 450-453.

Suggests two speech activities to help children appreciate literature.

Parret, Margaret. "The Program in Spoken English." XXIV (Apr. 1947), 225-229.

Stresses that elementary school children must learn to speak economically, accurately, and pleasantly to influence listeners. Every school should employ a speech teacher and a correctionist who would work with class teachers to set up speech programs in all areas.

Peins, Maryann. "For Better Speech." XXVI (Nov. 1949), 404-406.

Presents logical reasons for early training in oral communication and gives a procedure for daily lesson plans to provide for speaking opportunities.

Peins, Maryann. "Mechanical Devices in the Classroom." XXVIII (Mar. 1951), 138-140.

Describes a study to determine how many mechanical devices are used by elementary teachers in speech education. Schools in 7 cities were used in the study. Motion pictures, phonographs, radios were the most popular devices, but bulletin boards, pictures, visual aids, and toys were also mentioned. The device least used was the tape recorder.

Peins, Maryann. "Speech Techniques for the Classroom." XXVII (Nov. 1950), 446-449.

Discusses ways in which speech may be taught in the elementary school.

Petty, Walter T., and Starkey, Roberta J. "Oral Language and Personal and Social Development." XLIII (Apr. 1966), 386-394.

Studies the effect of language ability upon personality and social development and upon other behavioral tendencies.

Pidge, Florence E. "All Talking Is Oral English." XVIII (Feb. 1941), 69-70.

Emphasizes the importance of training in speaking and 4 main qualities (clear thinking, poise, tact, and enthusiasm) essential to effective speaking. Stresses the importance of the pause.

Pidge, Florence E. "The Most Important

Tool of All." XIX (Jan. 1942), 22, 28.

Maintains that the most important tool of all is a person's speech habits as he is judged by others on how he speaks. These habits should be learned early. It is the teacher's job to correct careless speech habits such as (1) poor tone quality, (2) careless vowel pronunciation, (3) little muscular activity of lips, tongue, and jaw, (4) indistinct throaty utterances.

Poole, Irene. "The Elementary Speech Program." X (Feb. 1933), 33-34, 37.

Proposes a rudimentary speech program for consideration of elementary school educators.

Poole, Irene. "Genetic Development of Articulation of Consonant Sounds in Speech." XI (June 1934), 159-161.

Gives a brief account of a 3-year study of the ability of 140 preschool children to articulate consonant sounds in words. The results show that a normally developing child (physically and mentally) may be expected to have reached maturity of articulation at *least* by the age of 8.

Prentiss, Henrietta. "Speech, a Social Problem." X (Feb. 1933), 29-32, 37.

Pleads for toleration of various social dialects and for a focus on the *content* of the speaker's utterance rather than on the "correctness" of his dialect.

Rasmussen, Carrie. "The Role of Speech in the Elementary School." XXIX (Jan. 1952), 6-12, 14.

Asserts that speech does not have the position of importance in the school curriculum that it merits, based on the use of speech in daily life. All teachers should be trained in speech, and every school or at least every school system should have a speech consultant. Teacher training in speech should cover the following topics: (1) better understanding of the use of the body in speech; (2) improving technics for talks, discussions, and conversation; (3) discovering the possibilities of creative dramatics; (4) discovering the art and worth of puppets; (5) learning more about the enjoyment and teaching of poetry; (6) the use of audiovisual aids in speech training; and (7) fitting speech into the program.

Rogers, Claire L. "Approach to Primary Speech Problems." XVII (Feb. 1940), 77-80.

Discusses methods of correcting language faults common in the primary grades.

Ruddell, Robert B. "Oral Language and the Development of Other Language Skills." XLIII (May 1966), 489-498.

Presents several major purposes concerning oral language and the development of other language skills.

Rutherford, Berenice R. "Freedom of Speech." XXIV (Jan. 1947), 50-53.

Maintains that, even though speech is one of the most common and fundamental tools used in communication, there is not enough provision made for those children handicapped in speech. This leads into more problems–unfavorable behavior. The curriculum needs to be planned not only for the children who talk freely and easily but also for those who are hampered in speech.

Schofield, Ruth E. "Some Thoughts on Oral Language." XXXII (Feb. 1955), 94-97.

Prescribes a program for oral language improvement, asking and answering 3 central questions and providing a checklist for oral language lessons.

Scott, Charlotte. "Oral Composition Grade 4." II (Mar. 1925), 90-93.

Describes the development of oral composition by using paintings and posing various questions. Gives samples.

Simon, Clarence T. "Speech Correction." XXII (Mar. 1945), 94-99.

Pleads for special education in general, and notes specifically that speech correction has been a neglected area there.

Snook, Mary Jane. "Speech and the Language Arts Program." XXII (Apr. 1945), 139-142, 149.

Describes a Ft. Wayne, Ind., program for speech improvement in elementary school children.

Stark, Joel. "How Does a Speech Handicap Affect Learning?" XL (Dec. 1963), 830-832.

Points out 4 main areas of speech defects–voice, pronunciation, linguistics, rhythm–

and emphasizes the importance of the classroom teacher in dealing with these problems.

Stark, Joel. "Stimulating Speech and Language Development." XLIII (Nov. 1966), 762-764.

Encourages parents to enjoy the child's speech and language development and suggests ways to do it.

Stark, Joel. "The First Language Art." XL (Apr. 1963), 386-389.

Reviews the sequences through which a child develops language.

Stark, Mary O. "Oralization." IV (Feb. 1927), 45-46, 54.

Discusses effective ways in which a teacher can help pupils achieve socialization and effective oral speech.

Stasney, Kathryn. "Speech Correction and the Classroom Teacher." XXI (Apr. 1944), 142-145.

Describes stuttering and how to provide a healthful atmosphere in the school. Lists recommended periodicals and books.

Strickland, Ruth G. "Developing Language Power in the Primary Grades." XXIII (Feb. 1946), 84-88.

Emphasizes the development of language power in the early school years. Discusses the importance in teaching language arts and points out the relationship of language to other areas.

Tedesco, Phyllis Reynolds. "Children Should Be Seen *and* Heard." XXXVII (Jan. 1960), 47-48.

Insists that teacher-controlled discussion should be replaced some time each week by "just plain talk" stressing that conversation etiquette be *practiced* (not talked about or referred to during the period). Primary grade topics center on unusual facts or experiences while upper grades are concerned with family problems, friends, and hobbies.

Treanor, John H. "Telling the Time in Stories." XXIV (Apr. 1947), 237-239.

Suggests that elements of storytelling should be considered by 4th grade children. Advocates making a list of expressions of time found in stories by good writers, thus overcoming the problem of beginning a story and establishing the time.

Weber, Julia. "Speaking and Writing in the Elementary School." XXIV (Apr. 1947), 230-236, 239.

Contends that language patterns are closely related to the personality of the individual. If the living is natural, wholesome, and creative, so will be speaking and writing. Gives examples.

Wells, Charlotte G. "Speech in the Full School Program." XXVIII (Apr. 1951), 201-204.

Contends that good speech is taken too much for granted and needs much more conscious attention in school curricula. Makes specific suggestions: (1) do not take speech for granted; (2) create atmosphere conducive to oral work; (3) listen to and aid prevalent needs; (4) create class awareness; (5) be a good example.

Weltring, Clara. "Shall We Discard the Language Game?" VI (Sept. 1929), 171-173, 185.

Considers whether or not "language" games should be used in the classroom. Discusses why they are not good practice.

Weniger, Charles E. "Better Speech Patterns and the English Course." XV (Jan. 1938), 1-4.

Finds that one out of ten children has a speech defect severe enough to give him feelings of inferiority and that less than 10% of American college freshmen have clear speaking voices. Discusses how speech development and rehabilitation are related to the work of the classroom teacher.

Werner, Lorna Shogren, and Weaver, Lillian. "Speech Improvement in the Classroom." XXIV (May 1947), 303-309.

Reports the corrective procedures of one semester's 5th grade class in speech improvement: (1) diagnostic testing of pupils; (2) stimulating pupils' desire to speak more carefully; (3) providing practice material to improve defects; (4) evaluating results.

White, Margaret L. "A Speech Improvement Program for the Primary Levels." XXI (Apr. 1944), 138-141.

Describes methods of detecting and ameliorating speech defects in children at primary levels.

Wilkinson, Helen S. "The Service of Speech to the Content Subjects." XIX (Jan. 1942), 13-18, 37.

Asserts that the aim in teaching the content subjects is to give children vital experiences which will help them adjust to the world, and suggests that since intelligent speech is based on these experiences, subjects should not be taught in isolation. Art, music, history, etc., should be intermingled freely so children can see them as a whole or as a combined unit.

Wofford, Kate. "Understanding the Reading and Speech Difficulties of Children: Case Study." XXI (Dec. 1944), 305-311.

Calls for case study of students for a detailed picture of problems, drawing data from a variety of sources.

Wright, Mary Belle. "Let's Do: Let's Tell." XXVI (Feb. 1949), 60-64.

Gives advice on how to teach written and oral language skills to culturally disadvantaged children.

Young, William E. "Language as Social Adaptation." XVIII (Feb. 1941), 63-68.

Discusses the development of speech physiologically and socially and the implications for social usage.

Reading: Corrective and Remedial—31

Aaron, I. E. "An Informal Reading Inventory." XXXVII (Nov. 1960), 457-460.

Gives innovative 3-step procedure for conducting an informal reading inventory.

Aaron, Ira E.; Callaway, Byron; Hicks, Randall; and Simpson, Hazel D. "Reading Achievement in a Summer Reading Program." XLIV (Dec. 1967), 875-877, 882.

Results obtained from a program for primary children involving 5,678 1st, 2nd, and 3rd graders seem to say that statements made by poor readers about their interests in reading and other factors are of limited value in predicting achievement in reading.

Aaron, I. E.; Goodwin, Frances; and Kent, Vada. "Fourth Grade Teachers Experiment with Cross-Class Grouping for Reading Instruction." XXXVI (May 1959), 305-307.

Reviews an experiment by 3 4th grade teachers of Chase Street School, Athens, Ga., who tried a departmentalized approach to reading instruction. The teachers concluded that after a period of 6 months the approach proved to be more productive and more efficient than conventional grouping.

Baker, Emily V. "Reading Problems Are Caused." XXV (Oct. 1948), 359-369, 396.

Presents 7 main factors for considering problems at all reading levels, and 6 possibilities for correcting these problems to enhance a better reading program.

Barbe, Walter B. "For Children Who Have Reading Problems." XXXII (Feb. 1955), 91-93.

Describes how a local community and a university became involved in a common action project called the "Reading Center" at Chattanooga.

Bennett, Annette. "Teaching Ten Thousand Children to Read." XV (Apr. 1938), 125-128.

Describes favorable results of an individualized remedial reading program.

Betts, Emmett Albert. "Corrective and Remedial Cases: Analysis and Follow-up." XXIV (Mar. 1947), 137-150.

Discusses 5 areas of corrective and remedial instruction and notes that effective remedial procedures can help the child become rich in spirit.

Betts, Emmett Albert. "How a Retarded Reader Feels." XXXIV (Jan. 1957), 13-18.

Reviews the case of a disturbed and ineffective reader and maintains that all kinds of people can be emotionally disturbed. Sometimes nonreaders' or slow readers' disabilities are caused by emotional disturbances. The reading disability may be merely a symptom of the emotional disability.

Betts, Emmett Albert. "Prevention and Correction of Reading Disabilities." XII (Feb. 1935), 25-32, 48.

Gives suggestions for correcting and preventing reading disabilities; such as, providing reading readiness programs, correcting ear and eye defects, determining psychological handicaps, and permitting left-handed students to remain left-handed. Also recommends many technics for development in corrective reading: writing words without copy, discouraging the saying of letters, and conducting individual oral reading lessons. Gives principles for corrective reading, one of which is "no one type of corrective material can be equally effective for all individuals."

Betts, Emmett Albert. "Reading and the Fourth R." XXXV (Jan. 1958), 18-25.

Discusses the term "average" and its fallacies when referring to school situations. Points out that the term "differences" has more meaning in classroom situations.

Betts, Emmett Albert. "Retardation in Reading." XIV (Apr. 1937), 141-146.

Reports on limitation studies in reading retardation: definition; variation of concepts; investigative areas (psychology, physiology, and pedagogy of reading); training of investigators; research procedures. Some findings: 8-15% of intermediate grade students are retarded in reading; 60-80% of retarded readers are boys; most reading difficulties can be prevented; all elementary and high school students can profit from systematic instruction in reading.

Betts, Emmett Albert. "Teacher Analysis of Reading Disabilities." XI (Apr. 1934), 99-102.

Lists 4 ways to develop technics for discovering reading disabilities. Includes factors for reading success: maturation, vision, hearing, kinesthetic imagery, language, and emotional reactions. Advocates that the teacher do all possible to correct a situation causing reading difficulties.

Boney, C. DeWitt. "A New Program for the Late Reader." XXXVIII (May 1961), 316-319.

Gives information about the importance and quality of nonreading programs to aid readiness for reading among slow starters.

Boney, C. DeWitt. "A Visit with Remedial Teachers." XXX (Jan. 1953), 7-13.

Reviews methods, materials, and results in remedial reading programs; comments that the lack of clearly defined objectives and overexposure of students are the reasons why remedial programs fail.

Boney, C. DeWitt, and Agnew, Kate. "Periods of Awakening or Reading Readiness." XIV (May 1937), 183-187.

Deals with a study of 20 pupils present throughout primary grades and their progress; nonreading 1st graders lacked reading readiness. Gives suggestions that might be more successful for the child.

Bouise, Louise Metoyer. "Emotional and Personality Problems of a Group of Retarded Readers." XXXII (Dec. 1955), 544-548.

Reports on a study of the relationship between poor reading achievement and emotional and personality problems.

Boyd, Gertrude. "Some Observations on Remedial Reading." XXVI (Dec. 1949), 465-467.

Stresses the importance of selecting remedial work to suit the individual's lacks or his capabilities for continuous growth. The child must feel confidence and success in reading experience.

Brabant, Margaret. "Analysis of the Reading of a Child of Seven Years." I (Nov. 1924), 215-216, 233.

Discusses the writer's discovery of a girl whose reading problems stemmed from her use of her exceptional memory rather than her ability to comprehend material read. Author's work with her during a summer resulted in the girl's ability to read for understanding and better vocabulary, but remedial work did not continue in the child's subsequent school year.

Chall, Jeanne S. "Reading Disability and the Role of the Teacher." XXXV (May 1958), 297-298.

Defines the teacher's role in handling reading disability cases.

Clowes, Helen Coe. "The Reading Clinic." VII (Apr. 1930), 98-100, 111.

Cites establishment of a reading clinic at Western Reserve University. Lists the areas in which each individual child was checked.

Davis, O. L., Jr. "Reading at the School Camp." XXXV (May 1958), 317-321.

Presents the objectives and materials of a reading program at a school camp.

Delacato, Janice F. and Carl H. "A Group

Approach to Remedial Reading." XXIX (Mar. 1952), 142-149.

Reports a study by 3 teachers of 11 boys who were remedial readers. Indicates that remedial readers improve academically and socially when worked with as a group.

Delacato, Janice F. and Carl H. "A Group Approach to Remedial Reading." XXX (Jan. 1953), 31-33.

Reviews the second study in a permissive group approach to remedial reading [see same authors, Mar. 1952]. Findings were that remedial instruction lost effectiveness when too isolated from class instruction.

Dickhart, Audrey. "Children Choose Their Books." XXXVII (Apr. 1960), 234-235.

Describes the causes of problems in learning to read: (1) differences in rate and rhythm of eye movement in a so-called homogeneous grouping when all must "follow" the oral reading; (2) whether a child can progress in recognizing words and comprehending meanings more readily by reading books at his own rate or by following others who read orally; (3) pupils' reading material being easier than their reading achievement because of their being in a group; (4) holding pupils to group reading when they could be finding information in special interest fields. Believes that individualized reading will adequately cope with all of these problems.

Dolch, E. W. "Success in Remedial Reading." XXX (Mar. 1953), 133-137.

Advocates using a method in remedial reading which revolves around the child's point of view rather than the point of view of the teacher.

Dunsmore, Jessie. "An Environmental Problem." XII (Nov. 1935), 236-237.

Presents a report of a primary teacher who acquired a setting hen to use as an incentive for conversation to develop language skills in her slow readers.

Durrell, Donald D. "Tests and Corrective Procedures for Reading Disabilities." XII (Apr. 1935), 91-95.

States that ear and eye examinations are a major contribution to the prevention of reading disabilities. Remedial procedures should include observations of background skills, word analysis skills, word recognition skills, oral reading, silent reading, different levels of recall, study skills, and general reading habits. Hopes that in the future each child will be so well taught that remedial instruction will not be needed.

Durrell, Donald D. "A Vocabulary for Corrective Reading." XI (Apr. 1934), 106-109.

Explains the problem that severely retarded readers must have books rich in mature ideas, but written in simplified vocabulary. Advocates use of Horn and Thorndike and Kindergarten Union Lists. Gives suggestions to guide the teacher in programing corrective reading.

Dyer, Clara Axie. "A Plan for a Remedial Reading Program." (1) XV (Apr. 1938), 146-148, 158; (2) XV (May 1938), 179-184.

Discusses the general principles recognized as essential for a remedial reading program and offers many concrete and specific suggestions.

Edwards, D. Lewis. "Continuing a Remedial Reading Program." XXXII (Apr. 1955), 214-220.

Presents 3 problems in continuing a remedial reading program and suggests specific measures to keep the program alive.

Edwards, D. Lewis. "Suggested Materials for the Administration of a Public School Remedial Reading Program." XXXII (May 1955), 312-321.

Suggests that remedial programs be facilitated by the transfer of permanent records and progress reports of students.

Edwards, D. Lewis, and Dolch, E. W. "Introducing a Remedial Reading Program." XXXII (Jan. 1955), 36-43.

Prescribes in detail a remedial reading program for the elementary school, with special attention to 5 crucial issues.

Factor, Bernice. "Preventing Reading Failures before First Grade Entrance." XVII (Apr. 1940), 144-148, 164.

States reasons for the discrepancy between ability and actual learning in reading before 1st grade entrance. Describes a prereading program developed in a Play School for Habit Training to cope with the discrepancy.

Filbin, Robert L. "Prescription for the Johnny Who Can't Read." XXXIV (Dec. 1957), 559-561.

Deals with problems of children who cannot read or learn to read in a conventional classroom. Recommends phonetic approach.

Fitzgerald, James A. "Psychology in the Reading Clinic." XIV (Apr. 1937), 133-137, 152.

Reports a study of causes of reading retardation at elementary level taking into consideration many factors and records in the children's lives.

Flaherty, Rose, and Anderson, Howard B. "Boys' Difficulty in Learning to Read." XLIII (May 1966), 471-472, 503.

Discusses the difficulties boys have in learning to read—as compared to girls' difficulties.

Flegge, Thorleif G. "Remedial Approaches to Reading Difficulties in the Mentally Handicapped." XV (Dec. 1938), 293-296.

Suggests that mentally handicapped children can be taught to read in an extended remedial classroom situation which, through allowances for individual differences, uses an informal approach to the teaching of reading.

Floyd, William D. "My Son Is Learning to Read!" XXXVI (Dec. 1959), 571-572.

Describes an elementary principal's reaction as a parent to his son's experiences in learning to read in the 1st grade. Cites home environment as important in establishing a positive attitude in the child toward reading.

Fry, Edward. "A Diacritical Marking System to Aid Beginning Reading Instruction." XLI (May 1964), 526-529, 537.

Gives valid reasons for setting up a system of adding diacritical (mâde) marks for the purpose of regularizing the phoneme-grapheme relationships for beginning reading instruction.

Fry, Edward B. "Comparing the Diacritical Marking System, ITA, and a Basal Reading Series." XLIII (Oct. 1966), 607-611.

Describes a study of 21 1st grades, comparing the uses of a Diacritical Marking System, the Initial Teaching Alphabet, and a regular basal reading series. Conclusion: no significant differences in silent reading ability among the methods.

Fry, Edward. "Developing a Word List for Remedial Reading." XXXIV (Nov. 1957), 456-458.

Emphasizes the importance of remedial and classroom teachers having as a tool a list of words most frequently used in reading. Gives criteria for such a list.

Furness, Edna Lue. "Perspective on Reversal Tendencies." XXXIII (Jan. 1956), 38-41.

Explains the symptoms and varieties of strephosymbolia and presents a history of attempts to identify the cause and recommend a cure.

Gates, Arthur I. "Diagnosis and Remediation in Reading." XIX (Dec. 1942), 286-290.

Describes trends in corrective reading and maintains that the teacher's ability to sense difficulties in reading and then meet children's needs is a vital step toward successful reading.

Gates, Arthur I. "Viewpoints Underlying the Study of Reading Disabilities." XII (Apr. 1935), 85-90, 105.

Discusses viewpoints in experimental work on the causes of disability and types of diagnosis and remedial instruction in reading. Reading disabilities have now expanded to include difficulties of comprehension, muscular imbalance of the eyes, constitutional factors, change of teachers, large classes, and inadequacies of materials. Explains how individual remedial work is of immense benefit; low reading scores lead to low achievement in all scholastic subjects; and remedial instruction must make use of many and varied means if there is to be hope of success.

Gist, Arthur. "Remedial Instruction in Reading." V (May 1928), 154, 158.

Maintains that remedial instruction in reading must be based on sound psychological principles and be thoroughly and intelligently planned. States: "It is necessary to recognize individual differences, interests, and academic background of the pupils as a basis for classroom procedure." Describes a procedure discussed in Gist and King, *The Teaching and Supervision of Reading* (New York: Charles Scribner's Sons, 1927), p. 300.

Graubard, Paul S. "Assessment of Reading Disability." XLIV (Mar. 1967), 228-230.

Presents a list of aspects which teachers can look for because they correlate with reading ability: (a) auditory activity; (b) auditory perception; (c) blending ability; (d) visual acuity; (e) visual discrimination; (f) differentiation; (g) physical energy; (h) emotional handicap; (i) speech.

Gray, William S. "Problems of Reading Disabilities Requiring Scientific Study." XII (Apr. 1935), 96-100.

Deals with scientific research indicating that not all children learn in the same way nor at the same rate of speed and that methods of instruction should vary to fit the needs of the individual. Presents evidence that often children with low IQ scores can profit from reading instruction; there is need for research in both physiological factors and emotional factors that may inhibit the learner and cause him difficulties.

Gray, William S. "Trends in Remedial Work." XX (Feb. 1943), 47-53.

Identifies 4 kinds of remedial readers and 3 types of remedial work; article is a source of information on remedial problems.

Hathaway, Winifred. "Sharing Responsibility for Eye Health." XVII (Dec. 1940), 299-303, 330.

States the responsibility of the teacher to notice and report various eye diseases or sight impairments that show up as children read.

Johnson, Gertrude E. "Oral Reading as a Project in Personality Development." V (May 1928), 137-139.

Supports inclusion of oral reading in the curriculum to promote personality development for the following reasons: (1) oral reading encourages attainment of intellectual and emotional balance through development of ease and poise; (2) it requires greater accuracy than is necessary for silent reading; (3) it encourages the reader to feel greater empathy with others; and (4) it serves as a technic for evaluation of comprehension.

Jorgensen, A. N. "Use of Diagnostic Tests in Teaching Silent Reading." IX (Apr. 1932), 86-88, 107.

Discusses use of various tests for reading skill. Lists 10 situations using silent reading. Stresses need for diagnostic devices by teachers to plan reading program and to provide instruction to develop skills for varying abilities and interests.

Kasbohm, Mary Crowley. "Remedial Reading Materials." XLIII (Mar. 1966), 209-213.

Describes materials used in a graduate course in remedial reading at the University of Minnesota.

Keener, Edward E. "Teaching Primary Reading by the Non-Oral Method." XV (Dec. 1938), 291-292, 308.

Argues for the nonoral method of learning to read as more effective than oral and less likely to result in students vocalizing as they read. Sees this thought-getting as superior to an oral-phonic approach that should not begin until the student has mastered thought-getting.

Kirk, Samuel A. and Winifred D. "How Johnny Learns to Read." XXXIII (May 1956), 266-269.

Authors refute Rudolf Flesch's book, *Why Johnny Can't Read;* analyze "How does Johnny learn to read?" by comparing the process of reading to that of learning to swim.

Kopel, David. "The Prevention of Poor Reading." XX (Dec. 1943), 321-326.

Explores the literature and draws conclusions concerning reading readiness of pupils.

Laffey, Rose. "A Program in Remedial Reading." XXVII (Apr. 1950), 230-239.

From 400 case studies, finds 4 major factors contributing to reading disabilities: physical, family, emotional and social, and school. Discusses the organization of the reading class.

Lanning, Frank W. "Dyadic Reading." XXXIX (Mar. 1962), 244-245.

Notes the advantages of dyadic, paired, or best-friend relationships for a reading group method. Pairs are assigned on either a sociometric or ability combination.

At Eastern Illinois Laboratory School, the method had decided advantages for 5th graders and gave them a satisfaction in working with each other. Testing was valuable to both teacher and student, and other reading programs were enriched.

Leary, Bernice E. "They 'Look and Say' or Do They?" XX (Feb. 1943), 41-47.

Maintains that reading inhibitions are caused by language barriers and background experiences. Presents two lines of attack on this problem. Poses 11 questions to help a teacher evaluate his own teaching procedures.

Lesnik, Jean M. "Problems in Developing a Reading Program for Retarded Educables." XLII (Mar. 1965), 249-253.

Discusses how one teacher handled the reading problems of the culturally deprived children in her class of 9- to 12-year-olds in Philadelphia.

Lewerenz, Alfred S. "Selection of Reading Materials by Pupil Ability and Interest." XVI (Apr. 1939), 151-156.

Describes the author's strong feelings that children must be considered when teachers select reading materials. In considering the child, one must think of his expected reading level, his actual reading level, and his interests. Presents procedures for selection of books for classroom use.

Lewis, Norman. "What about the Child Who Doesn't Like to Read?" XIX (Oct. 1942), 209-210.

Finds that the interests of children revealed in comics and magazines can be used by the teacher as a guide. A librarian and a well-informed teacher can find books to carry these interests further in better literature at various reading levels.

Lichtenstein, Arthur. "The Letter-Sounds: A Reading Problem." XVII (Jan. 1940), 23-24, 27.

Discusses letter sounds as a source of a reading problem.

Lorge, Irving. "Readability Formulae—An Evaluation." XXVI (Feb. 1949), 86-95.

Compares 4 methods of evaluating the readability index of a textbook. Feels that "vocabulary load" has been more meaningful in measuring readability, especially of those textbooks planned for children below 4th or 5th grade level.

McCollum, John A. "An Evaluation of the Carden Reading Program." XLI (Oct. 1964), 600-612.

Describes the Carden reading method, an attempt to present the letter-sound correspondences of English orthography in a highly systematic manner so that children will learn to respond to the letters in words as guides to the sounds of those words. Conclusion of the experiment: pupils taught by basal materials achieve at a significantly higher level in the areas of auditory perception, word-attack skills, comprehension, and total reading achievement. Evidence from this study indicates that the majority of children don't achieve at a higher level of competency through use of the Carden reading program.

McCullough, Constance M. "What's Behind the Reading Score?" XXX (Jan. 1953), 1-7.

Emphasizes problems that can result when a teacher misinterprets reading test scores. Urges the use of individual scores for diagnostic purposes.

McKee, Paul. "Preliminary Construction of a Course of Study in Reading." III (May 1926), 143-148.

Describes main groups of reading situations for development of progressive curricula: (1) for information, (2) for recreation, (3) (to others) for recreation. Reports that adaptation of materials for individual differences is needed in remedial instruction.

McNulty, John. "Gee, I Want to Read." XXXII (Jan. 1955), 9-11.

Recalls entertaining conversation between a father and his small son who has just spent his first day at play school.

McVey, Marcia. "Reading Sure Is Fun Now." XXXVII (May 1960), 307-309.

Describes how a 6th grade teacher implemented an individualized reading program with her class: (1) she determined individual ability and interest in a group situation and encouraged individual selection and reading of appropriate books; (2) the children met individually with their teacher twice a week during which time they discussed their books and she taught skills; (3) the children gave oral reports to their entire group, gave skits, made drawings, and wrote reviews. This method of reading instruction proved so successful and enjoyable that this teacher tried it another year at 4th grade level.

Madden, Mable, and Pratt, Marjorie. "An Oral Reading Survey as a Teaching Aid." XVIII (Apr. 1941), 122-126, 159.
Reviews the results of an oral reading test conducted in grades 3-9 in Wisconsin.

Marcus, Marie S. "Three Charlie Brown Blankets in Reading Instruction." XLII (Mar. 1965), 247-248, 279.
Considers areas of reading instruction that need urgent improvement and cites reasons why.

Miller, Helen Rand. "Top Flight and Pedestrian Readers." XXXIV (Feb. 1957), 72-74.
Compares slow and fast readers to pedestrians and those who fly. Also poses the problem of how to teach different reading methods for different purposes.

Mingoia, Edwin A. "A Program for Immature Readers." XLI (Oct. 1964), 616-621.
Maintains that poor readers need several years' delay before they can move into a strong developmental reading program; they need vocabulary, listening, and oral language training before basal readers are used. Procedures are these: teach interpretation of pictures; create a reading world; teach through games; use vertical files—amass materials to meet the interests, reading level, and ability of each child; and teach a unit on the uses of reading. For special cases of poorer readers: use creative therapy; teach higher reading skills through a listening approach; and teach phonics in the 5th and 6th grades.

Mingoia, Edwin A. "Possible Causes of Underachievement in Reading." XXXIX (Mar. 1962), 220-223.
Defines underachievement and reports on 3 studies probing the cause of underachievement in reading.

Monroe, Marion. "Remedial Treatment in Reading." X (Apr. 1933), 95-97, 112.
States that a child's difficulty in being able to read stems from perceptual and motor difficulties inherent within the child or from environmental factors. Awareness of these difficulties and of the child's needs is the only means of remediation.

Murphy, George E. "Johnny Lives and Reads." XXIV (Dec. 1947), 513-527.
Shows the likeness of reading to human life and gives examples.

Nasman, John G. "A Study of a Reading Improvement Program in the Junior High School." XLIII (Apr. 1966), 383-385.
Evaluates the growth in reading skills of all students involved in a special 6-weeks' reading improvement program.

Nims, Mary Claire. "Tommy Begins to Enjoy Reading." XXXVII (Apr. 1960), 236-237.
Reports on a 4th grade boy who read only the required class work, was not interested in reading, and was below 4th grade reading level. He did not show interest in the library class, nor did he check out library books. Describes the way he began to read on his own.

Nolte, Karl F. "The Case Record of Jerry, a Nonreader." XXI (Feb. 1944), 66-70.
Describes case study of a child from kindergarten through grade 6. Series of diagnostic tests and remediation were used to keep the child on grade level.

Oliver, Marvin E. "Diagnostic Sophistries." XLIV (Oct. 1967), 615-616.
Argues that development of the individual's reading strengths, an accentuation of the positive, rather than long dwelling and work on weaknesses may provide the key which will motivate the disabled reader.

Olson, Arthur V. "The Frostig Developmental Test of Visual Perception as a Predictor of Specific Reading Abilities with Second-Grade Children." XLIII (Dec. 1966), 869-872.
Discusses visual perception relating to reading achievement in a study of 29 girls and 42 boys given the Frostig Test of Visual Perception to predict difficulties in reading. Concludes that the test was of little value in predicting problems.

O'Rourke, Mary A. "The Evaluation of Reading in Terms of Child Development." XXVIII (Jan. 1951), 14-18, 27.

Suggests that the use of a reading progress profile for each student evaluates progress in a series of stages set up in the reading program.

Osburn, W. J. "Remedial Work in Reading." (1) V (Apr. 1928), 122-126; (2) V (May 1928), 150-153.

Asserts that the laws of learning apply to reading as well as to other subjects. Draws attention to 4 kinds of deficiencies in reading: (1) careless, rapid silent reading, which may be improved by having a student answer short answer questions on selections read, and keep a record of his progress in attaining accuracy; (2) slow silent reading, which may be diagnosed through oral reading and improved through work on phonics; (3) lip reading, which impedes rate, and may be improved through the use of flash cards to increase eye span; and (4) lack of motivation to read faster, on the part of pupils able to read, which may be improved through timed readings and answering questions.

Discusses the complex nature of reading and the difficulties students may encounter in analyzing, organizing, remembering, and supplementing thoughts they have read. Includes several silent reading exercises.

Park, George E. "Growing Up in Reading." XXXII (May 1955), 299-304.

Discusses causes of dyslexia and suggests a remedial program to correct this syndrome among children. Contrasts dyslexia and alexia.

Paterra, Mary Elizabeth. "A Study of Thirty-Three WISC Scattergrams of Retarded Readers." XL (Apr. 1963), 394-405.

Reports on a research project in which scattergrams of retarded readers were studied, with implications for the reading program.

Payne, Cassie Spencer. "Helping Non-Readers in the Earlier Grades." XXI (Feb. 1944), 71-73.

Describes a program for nonreaders.

Phillips, Albert J. "Relation of Left-Handedness to Reversals in Reading." XI (Apr. 1934), 97-98, 118.

Reveals results of 5 tests given to right-handed and left-handed individuals. Right-handed subjects made 757 reversal errors in comparison to 711 reversals by the left-handed subjects. Contends that left-handedness does not insure greater difficulty for the individual. Includes individual tests.

Reich, Riva R. "More than Remedial Reading." XXXIX (Mar. 1962), 216-219, 236.

Presents some characteristics of remedial readers and some methods used in a remedial reading program.

Rench, Hazel S., and Moroney, Frances M. "A Challenge: I Can't Read." XXXII (Nov. 1955), 455-458.

Emphasizes the need for imaginative planning in teaching reading; offers a variety of specific and proven procedures.

Russell, David H. "Reading and the Healthy Personality." XXIX (Apr. 1952), 195-200.

Lists society's cultural characteristics so the teacher may understand the needs of children when helping them select a book. Believes reading is a means of helping children and adults face problems of living and of fostering adjustments.

Russell, David H. "Reading Success and Personality Development." XXV (Feb. 1948), 73-82.

Presents 6 hypotheses about what reading success may do for children.

Sangren, Paul V. "Methods of Diagnosis in Reading." VII (Apr. 1930), 105-107.

Suggests methods of diagnosis to be used within a classroom by the teacher, among them: self-study by the pupil; observation of pupil's reading by the teacher; analysis of the results of a single test; and analysis of the results of a battery of tests.

Sawyer, Richard P. "Helping the Slow Learner in the Elementary School." XXXVI (Nov. 1959), 487-490.

Provides concrete ideas and methods to help slow learners.

Schach, Vita. "A Quick Phonics Readiness Check for Retarded Readers." XXXIX (Oct. 1962), 584-586.

Contains a brief checklist for eliciting readiness information on severely retarded readers.

Schmidt, Bernardine G. "Reading Habits and Interests of Mentally Retarded Girls." XIX (Dec. 1942), 273-281.

Reports a program conducted with 116 mentally retarded girls aged 13-18. Changing the life pattern of the girls through enrichment of experiences brought about human beings who were sociable, and beneficial and acceptable to society.

Schubert, Delwyn G. "At Home with the Retarded Reader." XXX (Feb. 1953), 94-95.

Stresses teacher-made home visits for those children having reading problems, and includes a list of 7 basic suggestions to follow when planning and making home visits.

Schubert, Delwyn G. "Comparison between Best and Poorest Classroom Readers." XXXIII (Mar. 1956), 161-162.

Compares good readers to poor readers on 12 points: sex, acceleration, retention, speech defects, second language, language of family, physical and emotional maturity, stability of the home, desire to read, child's behavior, left-handedness.

Schubert, Delwyn G. "Interest—A Key to Reading Retardation." XXX (Dec. 1953), 518-520.

Discusses causes of reading problems. Recommends that teachers read professional books for better understanding of children's interests; (2) make use of the child's present interests; (3) provide reading materials which are on his reading ability level; (4) select appropriate materials; (5) be enthusiastic and understanding to make the child feel worthwhile and capable of improving.

Schubert, Delwyn G. "The Reading Teacher as Detective." XXXV (Apr. 1958), 233-236.

Gives 6 main topics a good teacher uses in becoming a "Detective." Mentions many problems in reading which texts and pamphlets often overlook.

Schubert, Delwyn G. "Understanding and Handling Reading-Personality Problems." XXXVII (Dec. 1960), 537-539, 559.

Lists causes and symptoms of emotional disturbances, to help teachers when teaching reading.

Schubert, Delwyn G. "Visual Immaturity and Reading Difficulty." XXXIV (May 1957), 323-325.

Notes that visual immaturity in 1st grade children can result in feelings of failure through difficulty in learning to read. Urges that a more thorough visual test rather than the Snellen test be used and these visually immature children be given only far-point reading activities.

Selke, Erich. "Word Recognition Difficulties of Second-Grade Pupils." XX (Apr. 1943), 155-156.

Reports a study to determine the words causing the most difficulty to pupils in 2nd grade. Results showed that instruction in phonics was not functioning as it should. Suggests a planned reading program involving word recognition.

Sipay, Edward R. "The Effect of Prenatal Instruction on Reading Achievement." XLII (Apr. 1965), 431-432.

Reports with tongue in cheek a study involving 112 pregnant women who were divided into 3 groups as to intelligence and reading ability of both prospective parents. One experimental group used a basal reader, another experimental group used phonics, and the control group used nonsense syllables. A fetoscope placed against the mother's abdomen was to transmit to the fetus instructions she received as well as her recited responses to her assignments.

Tested in kindergarten, no significant differences in intelligence or reading readiness were found in the children born to these mothers. But tested at the end of grade 6, the experimental groups surpassed the control group, which tended to stay at actual grade placement. The basal reader group surpassed the phonics group. Author concludes: "Don't believe everything you read."

Slesinger, Betty Sapadin. "Attacking the Problem of Retarded Readers." XXXI (Mar. 1954), 144-145.

Discusses a remedial program set up in

a Brooklyn school. WPA Remedial Reading Booklets were used, supplemented by dramatizations and study of nature through walks and use of scrapbooks.

Southall, Hilda. "Organization of Remedial Reading in the Classroom." XVIII (Apr. 1941), 127-132.

Enumerates ways that a classroom teacher can help the individual pupil read better. Tells method to use in setting up remedial reading program.

Spache, George, and Pollack, Ruth. "Remedial Reading Materials." XIX (Apr. 1942), 131-133.

By means of questionnaires sent to reading clinics in colleges, child guidance clinics, and psychiatric clinics, these authors compiled a list of remedial reading materials for the elementary schools, including workbooks, basic readers, books on literature, on science, and in many other areas. Grade levels are indicated on each book.

Sprague, Lois. "Non-Fiction Books for Retarded Readers in the Upper Grades." XXVIII (Jan. 1951), 28-34.

Gives an annotated bibliography of books for retarded readers in upper grades, grouped according to social studies, science, physical science, and personal guidance.

Stauffer, Russell G. "Reading Retardation and Associative Learning Disabilities." XXVI (Mar. 1949), 150-157.

Points out 3 types of failures in reading due to associative learning disabilities, and gives corrective and preventive procedures.

Still, Jane S. "Evaluation of a Community Sponsored Summer Remedial Reading Program." XXXVIII (May 1961), 342-343.

Reviews the testing procedures and results of the Birmingham summer remedial reading program.

Stullken, Edw. H. "Retardation in Reading and the Problem Boy in School." XIV (May 1937), 179-182.

Gives a detailed report of retarded readers and problem boys sent to Montefiore Special School, Chicago.

Summer Session Reading Clinic, State Normal School, Oswego, New York (Report). "Challenging the Learner." XV (Apr. 1938), 149-158.

Discusses corrective procedures and principles underlying remedial reading.

Sutter, Betty. "I Hate Reading." XXIV (Mar. 1947), 163-170.

Lists comments by 14-year-olds who can't read on how they feel and why they hate reading. These comments were read by other children with the same problems, who were helped when they discovered other students felt as they did.

Tabarlet, B. E. "Poor Readers and Mental Health." XXXV (Dec. 1958), 522-525.

Lists 4 significant differences found between below-average readers (retarded) and others, concluding that poor mental health and reading retardation go together.

Trela, Thaddeus M. "What Do Diagnostic Reading Tests Diagnose?" XLIII (Apr. 1966), 370-372.

Offers a checklist which attempts to show specific and general areas of reading that are covered in several diagnostic tests.

Uhl, Willis L. "Finding Problems While Reading." XI (Apr. 1934), 94-96, 110.

Believes that human beings try to avoid problems rather than find solutions. Suggests 7 steps to reach good solutions. Emphasizes that teachers should encourage better technics in raising problems in students' minds and in arousing motives for solutions.

Van Such, John E., and Mowrer, Donald. "Screening Test for Binocular Vision." XLI (Mar. 1964), 293, 314.

Explains procedure and purpose for a "cover test" which can be used in the classroom as a gross screening device for binocular vision problems. It is not to be used as a basis for professional diagnosis but as a basis for referral to the school nurse.

Waldman, John, and Triggs, Frances Oralind. "The Measurement of Word Attack Skills." XXXV (Nov. 1958), 459-463.

Tells the importance of word attack skills and in what grade they are learned.

Wheeler, Lester R. "The Child Who Dislikes Reading: Causes and Remedial Suggestions." XXIII (Oct. 1946), 267-271, 275.

Describes specific difficulties which might cause an aversion to reading. Includes reasons for disliking reading and suggestions for remedial work.

Wheeler, Lester R., and Smith, Edwin H. "A Modification of the Informal Reading Inventory." XXXIV (Apr. 1957), 224-226.

Suggests ways to find a child's reading level.

Wheeler, Lester R., and Smith, Edwin H. "A Practical Readability Formula for the Classroom Teacher in the Primary Grades." XXXI (Nov. 1954), 397-399.

Lists the names of 8 readability formulas for the classroom teacher to aid her in the selection of books and materials for independent reading.

Wheeler, Lester R. and Viola D. "Dyslexaphoria: Symptoms and Remedial Suggestions." XXXII (May 1955), 305-311.

Authors discuss degrees of dyslexia and outline remedial procedures.

Wilson, Frank T., and Fleming, Cecile White. "Parents' Appraisals of Personality and Other Measures." (1) XVI (Jan. 1939), 17-20; (2) XVI (Feb. 1939), 70-73.

Reports a study of reading readiness and progress of students in primary grades (Horace Mann School, Teachers College) and the relationship of this readiness and progress with measurable traits and abilities of the students.

Notes 3 relationships of possible importance: (1) the number of children's activities seems to have a conspicuous relationship with good personality rating; (2) physical development, as shown by such measures as tapping, weight, coordination, and grip, seems possibly to be related to desirable personality development; (3) a fairly high correlation (.40) for personal traits and perseveration attracts attention.

Witt, Frank. "Remedial Reading in the Junior High School: A Practical Report." XXXVI (Jan. 1959), 35-41.

Reports a good source for a clear, concise report on remedial reading–philosophy, technics, and methods–for social and academic development.

Witty, Paul. "Improving Readability of Printed Materials." XXVIII (Nov. 1951), 392-401, 409.

Voices concern for readability of printed materials which relate to all aspects of human endeavor, specifically identifying tax forms. Defines readability and suggests ways of improving it. Praises the U.S. Army program for illiterates, which shows that most adults can be taught to read through systematic instruction and use of readable materials.

Witty, Paul. "Reading Success and Emotional Adjustment." XXVII (May 1950), 281-296.

Discusses the relationship between reading problems and emotional disorders. Concludes with measures to help prevent both.

Witty, Paul. "Reading to Meet Emotional Needs." XXIX (Feb. 1952), 75-84.

Describes the use of bibliotherapy, giving case studies as examples.

Wohlgemuth, Alma. "A Success Story." XXX (Jan. 1953), 22-26.

Explains the work of a remedial reading teacher dealing with "George," a student who experienced two grade failures and the inability to read; tells how the teacher helped him gain the confidence to help himself.

Wolfson, Bernice J. "Reading about Emotions in the Primary Classroom." XXXI (Mar. 1954), 146-149.

Describes the values discovered in having 3 stories read aloud to a 3rd grade class with the idea of having the children share in the experiences of being shy or afraid: (1) children tend to identify with the main character; (2) children become aware of others experiencing the same emotions; (3) an understanding teacher can help children to accept their feelings.

Wood, Leroy N. "Readability of Certain Textbooks." XXXI (Apr. 1954), 214-216.

Depicts a rating of teachers' judgments in comparison with two readability formulas, the Yoakam and the Dale-Chall.

Yoakam, Gerald A. "The Reading Difficulty of School Textbooks." XXII (Dec. 1945), 304-309.

Presents research results which show that the average difficulty of reading in school textbooks decreased during the period of 1935-1945.

Young, Norman, and Gaier, Eugene L. "Implications in Emotionally Caused Reading Retardation." XXVIII (May 1951), 271-275.

Discusses causation of reading retardation especially that emanating from personality problems. Stresses the need for social, emotional, and intellectual maturity. Calls attention to the need for building up the interest level. Also discusses physiological reasons for retardation, such as poor vision and the slower maturation of boys.

Reading: General and Miscellaneous—32

Arbuthnot, May Hill. "To Read or Not to Read." XXIV (May 1947), 310-321.

Surveys the peculiar reading tastes of age groups and discusses the types of books which can compete with television.

Ayer, Jean. "Format and Reading Appreciation." XVII (Oct. 1940), 213-217.

States what goes into the format of a book and discusses how this influences children's reading appreciation.

Baker, Franklin T. "The Case for Oral Reading." V (May 1928), 131-134.

Gives 10 reasons for teaching oral reading which might serve as a checklist for a good oral reading program.

Balch, Adela L. "What Constitutes Good Reading?" IV (Oct. 1927), 234-235, 244.

Suggests ways and means of handling basic problems in developing students' interest in reading. Sees basic problems as: (1) determining the reading interest of the student; (2) broadening the interests of the student; and (3) developing an ability in the student to evaluate what he has read. Presents methods of approaching reading with each of 5 general classes of readers.

Bamberger, Florence E. "The Correct Evaluation of Children's Interests." VIII (May 1931), 106.

Believes in using children's interests as a starting point in reading activities. The goal in reading should represent varied reading interests in keeping with the highly complex modern age.

Barbe, Walter. "State Department Curriculum Guides in Reading." XXXIV (Dec. 1957), 546-547.

Determines types of reading materials (curriculum) provided for elementary teachers by state departments of education.

Beggs, Bernice B. "Wide Reading on a Live Topic: Airplanes and Airships." VIII (June 1931), 145-148, 152.

Discusses the possibilities of correlating various subjects in the study of a unit topic such as aviation.

Bennett, Esther Holt. "Reading Enrichment." XXXVI (Dec. 1959), 559.

Reviews the author's method of broadening the reading interests of her pupils by dividing her class into groups and having each group read and report on a different book.

Betts, Emmett Albert. "How Well Are We Teaching Reading?" XXXVIII (Oct. 1961), 377-381.

Discusses an evaluation of reading instruction in terms of current practices regarding (1) individual differences, (2) interest, (3) phonics, (4) thinking. Sources of information on how well we are teaching reading may come from (1) studies comparing reading instruction now with then; (2) experimental studies and surveys which reveal major needs and point to means of improving instruction; (3) classroom observation by students who have mastered the cognate disciplines basic to reading instruction.

Betts, Emmett Albert. "Two New Studies of Reading." XIX (Apr. 1942), 147-150.

Guiding Children's Reading through Experiences by Roma Gans and *Individualization of Instruction in Reading* by May Lazar are the two books reviewed in this article. Gans believes that the reading program should be based on the child's experiences. Lazar thinks that a challenge should be met in the graded readers and fixed curriculum and that differentiated instruction with individual activities should be added to reading. Betts recommends a program of differentiated instruction with individual activities.

Betts, Emmett Albert, and Others. "What Shall We Do about Reading Today? A Symposium." XIX (Nov. 1942), 225-256.

Includes views of reading authorities Emmett A. Betts, E. W. Dolch, Arthur I. Gates, William S. Gray, Ernest Horn, Lou La Brant, Holland Roberts, Dora V. Smith, Nila Banton Smith, and Paul Witty. Symposium was designed to discover a more proficient way to teach reading than the systems which resulted in the extensive rejection of men from the armed services on grounds of illiteracy.

Blackhurst, J. Herbert. "Hygienic Standards in Type and Format of Reading Materials." V (Apr. 1928), 101-103, 118.

Focuses attention on the readability of written materials considering headings, length of line, margins, size and color of type, and color and composition of paper. Faulty printing interferes with cognitive processes. Recommends the preparation of reading materials with a view to enhancing the psychological aspect of reading.

Blaisdell, Thomas C. "Let the Child Read." VII (Jan. 1930), 3-5.

Discusses importance of developing in children a desire to read. Teachers must show enthusiasm for reading. Classroom libraries should make books easily accessible to pupils. Interest should be the dominant element in developing a love for reading.

Bonar, Hugh S. "Systematic versus Incidental Training in Reading." X (Apr. 1933), 90-94, 112.

Reports a study to determine the comparative effects upon learning to read of formal reading periods and of subject matter periods of reading instruction. Findings indicated that reading must be taught as such but must also be associated with other subjects.

Boney, C. DeWitt, and Hood, Kathryn. "Social Habits and Reading Skills." XXI (Feb. 1944), 59-62, 65.

Stresses the need to improve social habits in relation to reading skills.

Bossone, Richard M. "The Principal's Role in the Reading Program." XL (Mar. 1963), 277-279.

Contends that the principal's role in the reading program involves three major duties—to coordinate, to supervise, and to promote the program. When these duties are carried out, they can lead to a unified and a sound reading program. The principal then determines the strength of the program in his school.

Brunot, Eugenia. "The Negro Child and His Reading: A Public Library Point of View." IX (June 1932), 159-160, 167.

Presents observations of a librarian as to the reading tastes of deprived Negro children.

Bryson, Lyman. "Textbook of the Future." XIV (Feb. 1937), 55-57.

Points out that people do not enjoy reading because of the texts they used. Gives suggestions for improving textbooks.

Burtt, Harold E. "Typography and Readability." XXVI (Apr. 1949), 212-221.

Emphasizes the part typography plays in reading speed as a factor in measuring readability of materials.

Buswell, G. T. "Note on Mr. Rounds' Discussion of Oral Reading." I (Sept. 1924), 178-179.

Comments on the position of C. R. Rounds advocating extensive oral reading with little consideration given to silent reading. Author cannot understand how the teacher of English can overlook the extreme significance of effective silent reading in the realization of the aims of his subject, namely, an appreciation of and wide acquaintance with good literature.

Buswell, G. T. "Silent Reading in the Elementary Grades." I (Mar. 1924), 14-17.

Emphasizes that children of elementary grades need silent reading more critically on more occasions than in previous years, especially those children who may become dropouts.

Byington, Jean Gregory, and Powys, Alyse Gregory. "An Inside Story of the McGuffey Readers." XL (Nov. 1963), 743-747.

Discusses the origin of the McGuffey Readers (specifically the ideas and title); the life of the authors' grandfather, who succeeded McGuffey as a writer; revision of the readers.

Chambers, James, and Smith, H. L. "Phonics, the Only Way of Teaching Reading?" XXXIX (Mar. 1962), 253-255.

Notes that because of the unphonetic character of the English language, the study of phonics is a quite complicated and difficult subject adapted more to the maturation and skills of the 2nd and 3rd grader than those of the 1st grader. Points out that those who begin phonics too early often have a slow and labored method of reading and find difficulty with the thought-getting process.

Clark, Rea. "When Children Praise a Book." XXXVI (May 1959), 311-313.

Discusses the need for children to read books critically and to exchange ideas freely.

Cohan, Mayme. "Two and a Half and Reading." XXXVIII (Nov. 1961), 506-508, 517.

Describes the method used to teach a 2½-year-old child to read.

Cohler, Milton J. "The Uses and Abuses of Oral Reading." XX (Dec. 1943), 327-329.

Prescribes methods of using oral reading as an instructional device; discusses valid and invalid aims of its use.

Cole, John. "Along the Magic Highway." XIV (Oct. 1937), 215-218.

Lists several books for "The Foundation Library for Girls and Boys"— right books for right ages. Tells of methods of getting books for schools without book money.

Committee on Intercultural Education of the National Council of Teachers of English. "Some New Looks at Good Books." XXVI (Oct. 1949), 320-322.

Presents special notes about materials in the field of intergroup understanding. Lists 12 books in which children can find common understanding and reading enjoyment.

Cooke, Paul. "Army Education and the Teaching of Reading." XXV (May 1948), 298-307.

Lists the aims for reading instruction offered by the army.

Crosby, Muriel. "Getting Underway in Reading." XXXVI (Nov. 1959), 470-474.

Discusses the fact that there is no single successful method of teaching reading and that a good teacher draws on many methods depending on the situation and the needs of the child.

Crosby, Muriel. "Organizing for Reading Instruction." XXXVII (Mar. 1960), 169-173.

Presents the factors which the author feels concern supporters of an individualized reading program, such as teacher know-how, children's own unique patterns of learning and pace of growth, motivation, and desirable climate. Discusses ways of grouping on the bases of interests, needs, and social desires, and the problems involved.

Crosson, Wilhelmina M. "A Popular Subject." XIII (Dec. 1936), 283-286, 304.

Annotates a bibliography of 18 books about dolls and tells how the books were used in one teacher's classroom. Shows how many activities were used to stimulate the children's interests to read these books.

Daniel, John Emerson. "The Effectiveness of Various Procedures in Reading Level Placement." XXXIX (Oct. 1962) 590, 595-600.

Shows the results of a study which statistically evaluated the relative effectiveness of 3 commonly used reading placement tests to provide the criterion for grouping children homogeneously for reading.

Davis, Frederick B. "Pioneers in Reading IV: Walter F. Dearborn." XXXV (Jan. 1958), 57-58.

Gives a biographical sketch of Walter F. Dearborn (psychology and education mentor at Wisconsin, Chicago, and Harvard). Reviews his academic achievements.

Dawson, Mildred A. "The Role of Oral Reading in School and Life Activities." XXXV (Jan. 1958), 30-37.

Discusses the use of oral reading in motivating children who *can* read but *don't*. Reveals some of the complexities of oral reading and stresses proper practices in its use.

Dawson, Milrded A. "The Significance of Discriminate Reading." XIX (Oct. 1942), 191-193, 196.

Maintains that reading well involves

selecting worthwhile material, using different methods of reading (skimming, cursory, deliberate, concentrated), and detecting and evaluating propaganda; all processes are helpful in evaluating the purpose in an article. The teacher should be aware of the best articles to lead the pupil to these skills and which illustrate the values on which the nation was founded.

Dearborn, Frances R. "A Study of Erroneous Word Concepts in Reading." VI (Jan. 1929), 3-6, 23.

Attempts to analyze the erroneous word concepts of 3rd and 4th graders.

Deaton, Mary B. "Learning the Time Concept through Historical Fiction." XXIII (Nov. 1946), 301-303.

Believes that children may be led to an awareness of dates through reading historical fiction, in which children discover how an author tells when his story happened.

DeBoer, John J.; Yoakam, Gerald; and Editors. "Textbooks and the Educative Process: A Discussion." XXII (Dec. 1945), 333-336.

The first part of this article is an answer by DeBoer to Gerald Yoakam's report on textbook difficulty. DeBoer questions the statement that teachers are able to teach only the middle group in a typical classroom and feels it would be practical to teach reading on an individualized plan using many copies of different books, rather than a basal reader series. In the second part Yoakam defends his statements and states again that reading instruction in groups can be meaningful and useful. He maintains that individualized instruction is too time-consuming. The third part is the editors' report on teachers who, even though using a basal reader series, are dissatisfied and wish to develop a system which would be more effective for more students.

Della-Piana, Gabriel. "Teaching Beginning Reading in Other Countries." XLI (Mar. 1964), 251-261.

Reports studies conducted in several countries showing that there is no superiority in either the analytic (whole-part) or synthetic (part-whole) method of teaching reading. Maintains that teachers should stop trying to find a "best" method and instead modify procedures to fit goals.

Diack, Hunter. "On Seeing Words as 'Wholes'." XXXV (Oct. 1958), 380-382.

Discusses the meanings of the phrase "seeing words as wholes." Reports an experiment to show the differences in two meanings.

Docter, Robert L. "Reading Workbooks: Boon or Busywork?" XXXIX (Mar. 1962), 224-228, 230.

Reports on research done in the Los Angeles city schools to find out whether reading workbooks were a boon or busywork, showing individual results for each of the first 6 grades.

Duker, Sam. "Master's Studies of Individualized Reading." XL (Mar. 1963), 280-282.

Lists master's theses dealing with individualized reading; gives authors and titles.

Duker, Sam. "Needed Research on Individualized Reading." XLIII (Mar. 1966), 220-225, 246.

Presents prerequisites for research into an individualized reading program. Lists 25 specific questions which should be answered by research before the individualized reading approach can be evaluated.

Dunsmore, Jessie, and Brickley, Margaret. "Dickens in a One-Room-School." X (May 1933), 124-125.

Discusses the importance of the teacher to motivate, create an environment for reading, and act as a guide.

Dyer, Clara Axie. "Pupil Activities in Silent Reading Texts." IV (Sept. 1927), 196-197.

Establishes the mental processes involved in studying: (1) association and memory of facts; (2) direct attention to study attitudes; (3) stimulation of thought and self-expression; and (4) perceptual skills.

Early, Margaret. "Reading Skills in the Study of Literature in the Junior High School." XLI (Nov. 1964), 783-787.

Maintains that junior high teaching of literature consists of teaching what literature is while elementary school teaching helps children to enjoy imaginative writing. Describes Dwight L. Burton's hierarchy of abilities—(1) those needed for "imaginative" entry into a work of literature; (2) those needed for perception of meaning; and (3) those needed for perception of artistic unity and significance—and tells how to teach these skills.

Eller, William, and Dykstra, Robert. "Persuasion and Personality: Readers' Predispositions as a Factor in Critical Reading." XXXVI (Mar. 1959), 191-197, 202.

The authors regret the fact that critical reading is not stressed at the lower levels of school and state that a reader's prejudice tends to make him a less effective reader. These predispositions include individual and social considerations. Because of the many differences in any class there will be many differences in response to printed material.

Erdmann, Naomi B. "Evaluating a Summer Library Program." XLIII (Apr. 1966), 400-401.

Raises questions which lead to improved reading instruction—questions concerning word attack skills, summer education, motivation in reading.

Fagerlie, Anna M. "Pupils, Problems, and Books." XXXVIII (Oct. 1961), 406-407.

Gives examples of specific books which can be used to explain or smooth out problems of 1st grade children. The manner in which the problem in the book was solved enables the child to see his own difficulties from a wholesome point of view.

Feitelson, Dina. "Structuring the Teaching of Reading According to Major Features of the Language and Its Script." XLII (Dec. 1965), 870-877.

Describes a model beginning reading program in Israel based on scholarship in the Hebrew language. Hopes that the basic principles will prove applicable to other languages rather than to a single language and alphabetic system.

Feldmann, Shirley C. "A Study in Depth of First-Grade Reading." XLIII (Oct. 1966), 573-576.

Describes a study to investigate effects of teacher variables on 1st grade reading achievement. Concludes that teacher competence has a positive relation to reading achievement.

Fjeldsted, Lillian W. "Broadening Reading Interest through Creative Expression." XXXV (Oct. 1958), 391-394.

Presents ideas used to involve students in creating new and varied reading materials.

Flesch, Rudolf. "A Dissenting Opinion on Readability." XXVI (Oct. 1949), 332-334, 340.

Follows up 4 previous articles to clear up misconceptions of them. Describes formulas by Dolch, Dale, Chall, and Lorge as aids in preparing materials for children.

Frame, Norman. "The Availability of Reading Materials for Teachers and Pupils at the Primary Level." XLI (Mar. 1964), 224-229.

Discusses the importance of keeping teachers aware of research and writing in the educational field. Includes the importance of providing children with different kinds of written material. Tells the outcomes of a study conducted on those issues.

Garnett, Wilma Leslie. "The Status and Improvement of Student Teachers in Reading." XIV (Apr. 1937), 147-151.

Describes means of improving ability of college freshmen to read, write, and speak more intelligently, through individual guidance, training, and testing. Includes table of a study made. Recommends that certified teachers have 4 years of college training.

Garnett, Wilma Leslie. "Why Read?" XIX (Apr. 1942), 122-124, 146.

Contends that a child learns to read to learn other subjects. The elementary teacher has a grave responsibility to teach reading well, for reading may be needed to earn a living in later life, and it is the way to learn the literary heritage. Books will stimulate creative thinking; sheer pleasure comes with reading well.

Gates, Arthur I. "Intelligence and Artistry in Teaching Reading." XVII (Apr. 1940), 133-138, 162.

States reasons why only half the children in grades 4-6 do not read anything but what is required in school: (1) the school has not introduced them to appropriate material; (2) the school has not managed well its reading instruction and activities.

Geiser, Cynthia. "Needed—A Guide to Books." XXXVII (May 1960), 296-301.

Describes several projects of the University of Hawaii elementary school which encouraged children to read. One involved reading books on a list of One Hundred Best Books for Children published by *McCall's* magazine in November 1956; another, reading Caldecott and Newbery Award-winning books; and another, doing more diversified reading. As rewards for reaching quotas, children had their names placed on honor rolls and were given bookmarks. Complementary activity included making oral and written reviews and designing book covers.

Gillingham, Anna. "Correspondence." XXXV (Feb. 1958), 119-122.

Discusses and recommends the "Alphabetic Technique" in the teaching of reading. Lists some of the problems under discussion and includes results from tests which were given.

Gise, Benjamin. "Stimulating Children's Growth in Reading." XXXV (Dec. 1958), 529-532.

Lists numerous devices used by classroom teachers to stimulate interest in reading; mentions activities deemed suitable for integrating social studies with literature; documents the listing through a short annotated bibliography for both teachers and parents.

Gist, Arthur S. "The Teaching of Oral Reading." VII (Dec. 1930), 255-256.

Lists the values of oral reading: just taking "turns" in class isn't enough for poor oral readers. Advocates the use of interesting selections two or three times a month enthusiastically prepared for a listening audience.

Gleason, Thomas P. "The School Reader Ninety Years Ago." XXXIII (Feb. 1956), 105-108.

Compares an elementary reading textbook of 1866 with one of today. The older textbooks were plainer in format, more austere, and contained moralistic pieces of literature and U.S. history.

Goodman, Kenneth S. "A Communicative Theory of the Reading Curriculum." XL (Mar. 1963), 290-298.

Presents a theory for a reading curriculum based on the actual structure of the language, structural linguistics. Feels that a knowledge of how language communicates thoughts is necessary for good reading, but such knowledge is fragmentary.

Goodykoontz, Bess. "Teaching Pupils to Organize What They Read." VII (Apr. 1930), 87-90, 93.

Lists a series of 18 exercises which help children organize thoughts and findings from their reading.

Graff, Ethel J. "Give Them Time." XXII (Oct. 1945), 217-225, 232.

Discusses ideas for readiness programs, characteristics of children who are ready for the program, and ways to involve the parents in this program.

Graves, William H., Jr. "A Blueprint for Reading." XXXIX (Mar. 1962), 246-249, 255.

Reports on observations in 4 school systems using 4 different approaches to the teaching of reading: the Carden system of phonetic training; the McCracken method (using filmstrips to project large-sized pictures and words on a screen); the Champaign system (uses a phonics-plus method that combines the Carden system with extensive reading); and the St. Louis system (using an ungraded primary grouping and permitting the group to proceed at its own rate of competence).

Gray, William S. "Growth of Interest and Appreciation in Reading." XVII (Apr. 1940), 139-143.

Discusses the importance of children's interest and appreciation in reading. Since 1900 several developments have influenced books: (1) child study movement; (2) increase in attractiveness, readability, and quality of books; and (3) development of the writing profession.

Gray, William S. "New Issues in Teaching Reading." X (Sept. 1933), 161-164, 182.

Discusses reforms in reading, innovations desirable in light of social trends and needs, and the importance of reading for the achievement of greater social efficiency and for the development and growth of personality.

Gray, William S. "Reading and Understanding." XXVIII (Mar. 1951), 148-159.

Discusses the problems in promoting understanding in reading. Considers these 3 principles basic in improving efficiency: (1) reading is essentially a process of interpreting language; (2) reading is associating meaning with written forms; and (3) reading is understanding what is read. Common sources of difficulty include: inherent difficulty of the concepts presented; the nature of the language used, its patterns, etc.; and the characteristics of individuals which limit understanding. Also lists essential steps in grasping the meaning of material.

Gray, William S. "Reading Problems That Challenge Attention." III (Apr. 1926), 105-107.

Reports data of reading problems compiled in a year's time.

Gray, William S. "The Teaching of Silent Reading during the Next Decade." XI (Apr. 1934), 91-93, 118.

Supports silent reading as basic to increasing reading speed and comprehension. Silent reading affects number of selections read, influences ideals, elevates tastes, and provides greater appreciation of literature.

Guilfoile, Elizabeth, and Committee. "Developing the Reading Interests of Children." XX (Nov. 1943), 279-286.

Reports the work of a committe in Cincinnati which explored aspects of children's literature: individual appeal of materials, contrasts in age levels and interest levels, relation of reading to school interests, need for materials and guidance, and involvement of parents in study of children's books.

Gunderson, Agnes. "When Books Come to Life." VIII (Oct. 1931), 188-193.

Describes motivational practices for 2nd grade reading.

Haefner, Ralph. "The Influence of the Typewriter on Reading in the Elementary School." XIII (Dec. 1936), 291-294.

Discusses the influence of the typewriter in the elementary school under these headings: Reading and Writing, Typing and Reading Comprehension, Typing and Perception in Reading, Typing and Eye Movements in Reading, Typing and Intermediate Grade Reading, and Typing and Reading in Relation to Native Ability.

Hampleman, Richard S. "A Study of the Comparative Reading Achievements of Early and Late School Starters." XXXVI (May 1959), 331-334.

Relates results of the comparative study. Mere early or late start in learning to read is insignificant unless correlated with findings of intelligence tests.

Harris, Cornelia. "Individualized Reading Conferences in the Kindergarten." XXXV (Feb. 1958), 96-101.

Establishes a step by step procedure to follow during reading conferences.

Hatch, Alice K. "What Fifth and Sixth Grade Children Read." II (Oct. 1925), 284-285.

Describes how motivation can be stimulated within a child if he reads books that he likes, whether they serve as substitutes for real experience or not.

Hatch, Shirley, and Sheldon, William D. "Strengths and Weaknesses in Reading of a Group of Fourth Grade Children." XXVII (Apr. 1950), 254-260.

Presents an analysis of a study made in New York State involving 4th grade readers. The purpose was to identify some of the strengths and weaknesses of both good and poor readers and, if possible, the cause or remedy for some of the difficulties.

Heagy, Dorothy M., and Amato, Anthony J. "Everyone Can Learn to Enjoy Reading." XXXV (Nov. 1958), 464-468.

Consists of a book list to help teachers select books high in interest and requiring low reading ability.

Healy, Ann Kirtland. "Changing Children's Attitudes toward Reading." XL (Mar. 1963), 255-257, 279.

Reports on a project in which children's reading attitudes were to be changed:

students' freedom in choosing groups and materials improved their attitudes.

Healy, Ann Kirtland. "Effects of Changing Children's Attitudes toward Reading." XLII (Mar. 1965), 269-272.

Investigates possible methods to be used to change a child's attitude toward reading.

Heaton, Margaret M. "Reading to Understand Human Differences." XXVII (Feb. 1950), 82-83.

Stresses the fact that children learn from their own experiences, neighbors and relatives, and peers. Teachers wishing to understand a child should find ways to see how a child views his environment. Books can serve as a useful tool in stimulating discussions, developing friendly attitudes toward people who are "different," stimulating explorations of the outside community, and extending understandings of people with different backgrounds.

Herbers, Sister M. Benigna. "Comprehension Difficulties in a Third Grade Reader." XVI (Feb. 1939), 53-57.

Reports a study of the comprehension difficulties in a 3rd grade reader: each pupil was furnished with a copy of a 3rd grade reader and instructed to read a particular selection silently; words were pronounced by the examiner when necessary, but no explanation of meanings was given; the silent reading was followed by two types of informal tests constructed to include the same content but to utilize different testing devices for determining comprehension on the same items. Test I consisted of yes-no, multiple choice, and picture choice tests; test II was a written test consisting of questions on meaning; the same material was tested a third time by a personal interview in which the child was given an opportunity to demonstrate the understanding he had of the selection read. Conclusions: (1) children had inadequate and erroneous concepts of words, phrases, sentences; (2) children could have hazy concepts even when their facility was skilled; (3) children misunderstand even yes-no tests; (4) children were inconsistent in answering the same questions in different tests.

Hildreth, Gertrude H. "Early Writing as an Aid to Reading." XL (Jan. 1963), 15-20.

Prescribes a method of teaching reading through using a simultaneous writing-reading approach and employing manuscript handwriting.

Hoggard, J. Kendall. "Pioneers in Reading VI: Emmett Albert Betts." XXXV (Apr. 1958), 252-254.

Tells of the contribution of E. A. Betts (reading clinician, researcher, and textbook author) to the field of reading. States conclusions upon research gathered by Betts while working with 20,000 children over a period of 30 years.

Homze, Alma Cross. "Reading and the Self Concept." XXXIX (Mar. 1962), 210-215.

Describes a child's self concept in relation to reading, pointing out that if the child's approach to reading is a positive one, he will see himself in a favorable light. If, however, he has difficulty in comprehending ideas, his self concept is a poor one, and he thinks of himself as a nonreader.

Horowitz, Tillie. "Into the World of Books." XXXV (May 1958), 314-316.

Describes a project to motivate middle grade children to read more widely.

Jantzen, J. Marc. "Teaching Reading in West Germany." XLI (Oct. 1964), 640-642.

Beginning teachers in West Germany generally use one of two methods of teaching reading: the synthetic method, which is comparable to the alphabet-phonics method, and the global method, which is fairly similar to the whole-word method. Those using the synthetic method claim to be following the psychological principles that one goes from the simple to the complex, starting with the vowel, then the consonant, combining these into syllables, followed by words and sentences. Finally, the learner is taught that each of these parts (vowels, consonants, and diphthongs) is a whole, in itself having specific meaning and sounds. Thus, spelling and phonics are taught. The global method, considerably under attack in the U.S. at present, is the one favored in West Germany.

Jensen, Amy Elizabeth. "Attracting Children to Books." XXXIII (Oct. 1956), 332-339.

Presents several ways to attract children to books. Includes a list of various sources of children's books, suggestions on getting children to share books, and desirable outcomes of a wide reading program.

Jewell, Opal M. "Book Week in an Elementary School." XXVI (Oct. 1949), 318-319.

Gives suggestions of activities for Book Week.

Johnson, William H. "Our Chicago Developmental Reading Program in Operation." XXI (Feb. 1944), 47-53.

Describes briefly the developmental reading program of Chicago schools and the reasons for its success.

Josselyn, Clara B. "Reading Aloud." VI (Oct. 1929), 219-220.

Describes the role of the librarian in promoting interest at the primary level in reading aloud.

Keck, Virginia A. "Leading Children to Judge Books Wisely." XI (Oct. 1934), 212-213.

Asserts that children can be taught to appreciate better books.

Keckefoth, Ethel H. "Helping Parents Guide Children's Reading." XXIV (Oct. 1947), 372-380.

Offers information for parents on encouraging their beginning readers; they are not to teach. Includes a bibliography.

Keshian, Jerry G. "Is There a Personality Pattern Common to Successful Readers?" XXXIX (Mar. 1962), 229-230.

Defines a successful reader as one whose reading age is equal to or above his mental age, and notes that when a child succeeds in reading, his personality problems are often resolved. Personality anomalies often lead to reading difficulties and are sometimes caused by reading difficulties. Cautions teachers not to rely on single personality patterns to help in discriminating sonality patterns to help in discriminating between successful and unsuccessful readers.

Keshian, Jerry G. "The Characteristics and Experiences of Children Who Learn to Read Successfully." XL (Oct. 1963), 615-616, 652.

Reports on the social, emotional, physical, and environmental characteristics common to 362 children who were successful readers out of 406 studied. Characteristics in common included (1) being well-adjusted in terms of personality; (2) having interested parents; (3) enjoying excellent physical health; and (4) belonging to strong family units.

Kibbe, Delia E. "Duplicate Materials in Elementary Readers." IV (Feb. 1927), 35-41.

Compiles a list of duplicate materials found in elementary readers (grades 3-8) with a cross-reference by subject and grade.

Koepke, W. C. "Improving Oral Reading." III (Dec. 1926), 311-314, 330.

Describes a situation set up to facilitate learning through greater pupil activity and interest, while allowing a free choice of material. Pupils chose their own material and worked with the teacher or more able students. The readers prepared questions they asked of the audience. The reader's preparation was evaluated on the following criteria: (1) corrections, (2) criticism, (3) suggestions for improvement, and (4) a general discussion.

Kovas, Helen. "The Place of Oral Reading." XXXIV (Nov. 1957), 462-466.

Defines oral reading as reading aloud in a natural audience situation. Contends there must be a purpose for reading orally.

Lamers, William M. "Land Where the Pilgrims Pried." XXIII (Nov. 1946), 308-310.

Notes that our patriotic language is neither recited correctly nor understood by the child: teachers need to make certain that children are getting the words straight and getting the proper meaning out of the words.

Larrick, Nancy. "What Parents Think about Children's Reading." XXXIII (Apr. 1956), 206-209.

Reports on a study of the anxieties that parents have about children's reading (parents felt there were two systems of teaching reading, sight and/or sound). Lists the parents' central concerns.

Lefevre, Carl A. "A Longer Look at *Let's Read.*" XLI (Mar. 1964), 199-203, 261.

Describes the Bloomfield method of teaching reading, pointing out the shortcomings. Contends that a reading method must take into account all that is known about the structure of the American language including intonation, syntax, word structure, and word-form changes.

Lerner, Janet W. "A New Focus in Reading Research: The Decision-Making Process." XLIV (Mar. 1967), 236-242, 251.

Describes 4 areas in which discrepancy exists between what should be and what is in reading programs: (1) the making of policy decisions concerning reading and the implementation of these decisions; (2) the role of the reading consultant; (3) the widespread use of basal readers; (4) the adoption of reading methods. Defines the decision-making process and discusses its application to reading problems. The reading consultant needs to apply the findings of behavioral sciences to this problem.

Letson, Charles T. "Minimum Standards for Professional Training of Reading Specialists." XXXVIII (Oct. 1961), 414-415.

Subtitled "A Guide for Teachers and Administrators, State and Provincial Departments of Education, Teacher-Training Institutions, Certifying Agencies," this statement was prepared by the Committee on Professional Standards, International Reading Association.

Lindahl, Hannah M. "A Reading Program: Fourth, Fifth and Sixth Grades." III (May 1926), 158-160.

Discusses the teaching of phases of reading on several levels—silent, oral, comprehension, drill, entertainment. Lists books read and discussed.

Loretto, Sister M. Francis, S.S.J. "Developing Spiritual Values in Children." XXIV (Oct. 1947), 388-395.

Tells teachers to help pupils formulate good moral principles by discussing ideal characteristics in the "right" books. Includes a book list.

McCauley, Virginia C. "'Out of This World,' a Bibliography of Space Literature for Boys and Girls." XXXVI (Feb. 1959), 98-101.

Lists a bibliography of authoritative and fictional space books.

McCullough, Constance. "How Moral Is Oral?" XXV (May 1948), 286-289, 337.

Indicates the worthlessness of "round-robin" reading in the classroom. Outlines a more meaningful approach in which children read a passage orally in order to locate key facts, phrases, or sentences *per se.*

McCullough, Constance M. "Recognizing Child Development in the Reading Program." XXV (Jan. 1948), 1-11.

Presents 5 ways to achieve good results in teaching skills in reading programs.

McIntire, Alta. "Reading Social Studies Materials in the Middle Grades." XXI (Nov. 1944), 262-266, 271.

Presents suggestions to improve the reading of middle grade pupils in the field of social studies.

McKee, Paul. "Certain Matters of Importance in Teaching Reading." XIV (Apr. 1937), 115-118, 151.

Lists 9 points of importance which affect the effectiveness with which children are taught to read.

Mackintosh, Helen K. "Respect for the *R's.*" XXXVI (Oct. 1959), 395-398.

Presents 3 questions for judging one's teaching of reading and writing: (1) Have you met the problem? How? (2) Have you looked at your ways of working? (3) Do you get quantity or quality?

McMickle, Gwendolyn G. "De-Emphasizing Differences in Reading Performance." XXIX (Oct. 1952), 336-338.

Deemphasizes differences in reading performance by grouping children according to ability and using different sets of books in order to prevent children from realizing the differences in their ability.

McMillen, Verdie. "The Farm, the Farmer and Food." XVIII (Feb. 1941), 60-62, 68.

Reviews a farm-unit experience which was the center for an individualized reading program with a children-designed list for self-evaluation of reading habits.

Maib, Frances. "Improving Children's Literary Tastes." XXXVI (Mar. 1959), 180-184, 204.

Feels that children are ignorant of good literature; one reason is that texts have departed from the prose and poetry of good literature. One way to help is to read more to the children. By careful selection of books, a teacher may be able to help children become acquainted with characters, problems, standards, and ways of life that may throw light on their own problems.

Manley, Dorothy Shepard. "Improving Racial Attitudes through Children's Books." XXI (Nov. 1944), 267-269.

Discusses improving children's cultural attitudes through reading and notes the lack of good books on harmonious interethnic relations.

Master, Helen E. "Fiction in the Later Elementary Grades." XII (Oct. 1935), 178-184.

Reports that the interest of the later elementary child in reading lies between fairy tales and realistic stories. Discusses many books for 9-, 10-, and 11-year-olds in categories of myths, fantastic stories, semi-adventure, animal stories, and realistic stories with historical and geographical background.

Meighen, Mary, and Barth, Ethel. "Geographic Material in Third-Grade Readers." XV (Dec. 1938), 299-301.

Studies the amount of geography material in 3rd grade reading and the existence of supplementary material such as maps and globes to make geography references in stories meaningful to 3rd graders.

Miller, Nathan A. "Activities for Teaching Study Skills." XIX (Apr. 1942), 138-139, 150.

Insists that work-study skills are an interrelated part of the child's whole reading ability. Reading teachers must be aware of the definite study skills needed for each subject area. Gives suggestions to help develop these study skills.

Miller, Vera V., and Lanton, Wendell C. "Reading Achievement of School Children—Then and Now." XXXIII (Feb. 1956), 91-97.

Reports a comparative study which showed that students in Evanston, Illinois, public schools in 1952 were stronger in reading comprehension and word power than Evanston students in 1932.

Moore, Annie E. "Some Aspects of Oral Reading in Primary Grades." IX (Apr. 1932), 83-85, 98.

Compares oral and silent reading—more similarities than differences. The same physical processes are used until late 3rd grade (except those of speech organs). Wants to encourage oral reading at home.

Moore, Walter J. "Pioneers in Reading I: William Scott Gray." XXXIV (May 1957), 326-328.

Presents a biography of William Scott Gray (University of Chicago), who held many outstanding positions and published 407 articles. He pioneered in establishing educational conferences and stressed the importance of meaning in reading, a carefully coordinated reading program, and the urgency for raising the literacy level of children and adults.

Moore, Walter J. "Reading in the K-12 Language Arts Program." XLI (Mar. 1964), 207-210, 217.

Points out the importance of all teachers, whatever their content area, being teachers of reading. Reading skills are both general and specific; although a student possesses a general skill, he may not have the skill for a specific kind of reading. Discusses the importance of elementary teachers in dealing with higher reading processes.

Moore, Walter J. "William S. Gray, 1885-1960." XXXVIII (Mar. 1961), 187-189.

Discusses the work of William S. Gray (Professor of Education at the University of Chicago until 1950) and his contributions to education in the field of reading.

Morgan, Annie Lee. "Recent Experiences in Teaching Reading: A Symposium." XX (Dec. 1943), 299-305, 333.

Offers a symposium of 6 views on various aspects of one reading experience.

Murphy, George E. "Reading Materials—1948." XXV (Dec. 1948), 469-477.

Emphasizes doing, thinking, speaking, and listening, rather than simply reading, as being basic to language development. Lists many books, articles, and magazines.

Murphy, Paul G. "The Role of the Concept of Reading Ability." X (Apr. 1933), 86-89, 111.

Shows high relationship between forming clear, concise concepts and the ability to read: the clearer one's concepts, the better his reading ability.

Newman, Robert E. "Building Each Child's Desire to Read—A Year-Long Language Arts Experience in Second Grade." XXXVII (May 1960), 310-315.

Describes an individualized reading and creative writing program of a 2nd grade: (1) children were permitted to read their basal readers at their own rate with their teacher making periodic checks on their skills and comprehension; (2) the teacher taught reading skills to her entire class daily; (3) creative writing began in the middle of the year; (4) a mother assisted the children with spelling for this activity. At the end of the year the median reader in this class had made two years' progress in one. The skill of some children exceeded their knowledge of correlative social studies concepts.

O'Keefe, John G. "Overcoming Slow Speed of Reading in Junior High." XXXVI (Feb. 1959), 105.

Lists two factors affecting rate of reading and offers technics for improving slow readers.

Olson, Arthur V. "An Analysis of the Vocabulary of Seven Primary Reading Series." XLII (Mar. 1965), 261-264.

Gives the results of a study of the vocabulary of 7 sets of basal readers, how they differ, and the problems which might be encountered when changing from one series to another.

Orr, Evelyn P. "Personalized Reading." XXXVIII (Apr. 1961), 227-228.

States the opinion that personalized reading is the best, defines what it is, and explains how to plan and execute a personalized reading program.

Parke, Margaret B. "Reading for Specific Purposes." XLI (Mar. 1964), 242-245.

Points out the various reasons why children read. Includes the skills and study habits necessary to fulfill reading purposes. Contends that children should read more books for information than for personal satisfaction.

Paxson, Wayne M. "Wanted: Unbiased Questions!" XLIV (Nov. 1967), 748.

Charges that biased questions were raised by an opponent of the i/t/a approach to teaching reading ("Wanted: Unbiased Answers," by E. A. Enstrom, Jan. 1967 issue).

Payne, Anna. "An Enriched Course in Reading for Grade Six." (1) XII (Dec. 1935), 268-270; (2) XIII (Jan. 1936), 25-28.

Advocates testing child at beginning of 6th grade by giving Stanford Achievement Test and Gates Silent Reading Test, then strengthening the child's deficiencies.

Deals with a second objective in the reading program, the development of appreciation. Discusses methods of arousing a child's interest and the ethical benefits of good literature. Includes a specific reading program based on the Middle Ages including a suggested book list and other activities for enrichment.

Pence, Helen, and Sallee, Esther. "A Fourth Grade Book Journey." XIV (Oct. 1937), 206-208.

Gives an account of improvement in reading using grade levels of books from 2-5 and a round-the-world-trip motivation. Describes individual development in several facets.

Pival, Jean, and Faust, George. "Toward Improved Reading Instruction: A Discussion of Variation in Pronunciation Linked with Stress." XLII (Dec. 1965), 861-865.

Points out that the movable stress pattern of English gives structure words more than one pronunciation. Uses examples of words and phrases that are commonly found in elementary readers. Investigation shows that elementary series now most widely used are linguistically unsatisfactory. Calls for, in the future, combining familiar structural patterns of the spoken language with natural pronunciation in reading pedagogy and material, in an effort to improve reading instruction.

Polhemus, Mary E. "Home-School Cooperation for Better Readers." XXXII (Nov. 1955), 461-465.

Presents results and implications of a study to determine the home influence on reading progress in school, considering social class and the presence of newspapers and books in the home, among other things.

Potter, Gladys R. "Education through Public Signs." VI (Dec. 1929), 279, 282.

Second grade children collected public sign directions from what they saw during early activities. After bringing them to class and writing on manila paper, the children discussed why signs were used and what they meant.

Pratt, Marjorie, and Meighen, Mary. "What Beginning Readers Read." XIV (Apr. 1937), 125-128, 151.

Presents a tabulated statistical study of nine basic preprimers, primers, and first readers (1936 copyright). Gives subjective classifications.

Pratt, Willis E. "Going Places in Reading." XXIV (Mar. 1947), 151-162.

Believes that reading has progressed as an art and a science more in the past 25 years than in the preceding 300. Notes progress most observable in 8 areas: readiness, attitudes, relation to other subjects, remediation, meaning, materials, methods, purposeful reading.

Pressnall, Hugo E. "Parents' Opinions of Reading Instruction." XXXIII (Jan. 1956), 29-33.

Reports on a survey of parents' ideas about reading instruction, which ultimately enabled the school to interpret the reading program more thoroughly to the parents.

Prince, Jacquelyn White. "Meaning for the Masses." XXXVIII (May 1961), 308-315.

Presents the results of an experiment in Chicago using homogeneous grouping for instruction in remedial work as well as enrichment. Includes many ideas for oral reading.

Pritchett, Ada Anthis. "Aliveness—Then Retention." XXXVIII (Dec. 1961), 581-583.

Describes one teacher's method of securing retainable reading interest over a period of time.

Puhek, Vivian Maddocks. "Opening Magic Casements." VIII (May 1931), 109, 116.

Discusses the question "How can we judge the degree of success met by books presented to children?"

Riegel, Paula. "Programmed Learning and Reading." XL (Mar. 1963), 251-254.

Discusses the theoretical background and types of programed materials for a reading program and the type of student for whom such an approach is appropriate.

Robert, E. B. "Developing Permanent Reading Interest in Children." XXVI (Oct. 1949), 329-331.

Lists points in developing reading interests. Includes a test for the teacher.

Roberts, Bertha E. "The City-Wide Reading Program in San Francisco." VIII (Mar. 1931), 51-53, 63, 69.

Relates sampling experiment with 4th grade children, dividing children into 3 reading groups: slow-moving, average, and fast-moving. Results showed that in 2 months some children progressed in reading ability as far as they would ordinarily in 11½ months.

Rogers, Helen, and Robinson, H. Alan. "Reading Interests of First Graders." XL (Nov. 1963), 707-711.

Reports a study on the reading interests of 1st graders. Results: (1) children enjoy that which is familiar; (2) girls and boys have different reading interests; and (3) good and poor readers have many of the same interests.

Rogers, Orville C. "Let's Make Reading Fun." XXIX (Feb. 1952), 99, 108.

Discusses the danger of comic books and what can be done about it.

Ross, Ramon, and LaPray, Margaret. "Two Iconoclasts Re-View Reading." XLI (May 1964), 530-531.

The authors submit 10 generalizations about the teaching of reading drawn from daily observations in classrooms, not pedagogical texts.

Rounds, C. R. "A Note in Reply to Dr. Buswell." I (Sept. 1924), 180, 196.

Responds to G. T. Buswell in same issue of *Elementary English.* Asserts need for a study of the problem of oral reading to determine its potential value for grades 5-8 and suggests suitable methods for determining that value.

Rounds, C. R. "The Value of Oral Reading." I (Sept. 1924), 175-177.

Indicates the trend of thought of the time regarding the study of oral reading. Questions the soundness of dissenters in the area of oral reading usefulness. Relates the background of the premise "oral reading should be taught in the elementary grades."

Rudisill, Mabel. "Sight, Sound, and Meaning in Learning to Read." XLI (Oct. 1964), 622-630.

Reports a study which sought to demonstrate that the reading and spelling achievements of 1st grade children can be vastly increased by a combined phonic and sight-context-reading approach based on materials and activities which cause the beginner to attend wholeheartedly and efficiently to the essentials: recognizing printed words and thinking the meanings of printed words.

Rudolph, Beulah Counts. "Bulletin Boards and Displays to Publicize Books and Reading." XLIV (Jan. 1967), 37-39.

Lists books, pamphlets, and articles on technics, ideas, and sources for bulletin boards and displays to publicize books and reading.

Rusnak, Mary. "What Happens Next?" XXXVIII (Apr. 1961), 225-226.

States the importance of children's understanding of sequence and structure in written material, and gives methods to be employed in readiness programs to improve ability to see and interpret structure and sequence.

Russell, David H. "Pioneers in Reading II: Arthur Irving Gates." XXXIV (Oct. 1957), 397-398.

Presents an overview of Arthur Gates's (Columbia) career, including his work in general psychology, educational psychology, and reading.

Russell, David H. "The Prerequisite: Knowing How to Read Critically." XL (Oct. 1963), 579-582, 597.

Urges more emphasis on teaching critical reading as a means of developing critical thinking.

Russell, David H. "Research on the Processes of Thinking with Some Applications to Reading." XLII (Apr. 1965), 370-378, 432.

Suggests the direct teaching of 6 types of thinking that can be applied to reading: perceptual, associative, concept formation, problem solving, critical, and creative.

Russell, David H., and Merrill, Anne F. "Children's Librarians Rate the Difficulty of Well-Known Juvenile Books." XXVIII (May 1951), 263-268.

Reports a study of the difficulty of 60 juvenile books as rated by 60 librarians in 10 states. Six formulas (Dale-Chall, Flesch, Lewerenz, Lorge, Winnetka, Yoakam) were also used to rate some of the books. The children's librarians did not agree in rating the difficulty of juvenile books; they rated some books as much as 5 grade levels apart. Some librarians criticized the *Children's Catalog* because "it gives a false impression of the difficulty of books."

Ryan, Mary Tuohy. "Friday Afternoon Reading Fun." XXII (Jan. 1945), 27-28, 33.

Reports an experience which approached a nearly ideal reading hour built on children's interests, without compulsion or driving, but characterized by unobtrusive directing and planning by the teacher.

Sattley, Helen R. "Children's Books for Democratic Survival." XXII (Mar. 1945), 77-80, 93.

Recommends use of reading materials for development of tolerance, concern for others, and other democratic ideals.

Sayers, Frances Clarke. "Adventure in Reading." XIV (Oct. 1937), 203-205, 226.

Lists books with annotations for Book Week. Suggests encouragement of reading as an adventure.

Schenk, Esther. "Reading Is Useful, Now That We're Six." XXIV (Dec. 1947), 498-513, 541, 555, 561, 575.

States that good functional reading should contain a basic reading vocabulary, meaning, and vividness.

Schmidt, Bernardine G. "Auditory Stimuli in the Improvement of Reading." XVIII (Apr. 1941), 149-154.

Reviews reasons for reading difficulties. Discusses in detail methods to use to help correct difficulties.

Schoonover, Ruth C. "The Great Adventure." XIV (Dec. 1937), 279-283.

Cites observations and studies and concludes that reading, the great adventure, is a natural interest. By providing psychologically sound incentives, it is possible to insure practically a 100% participation in an extensive reading program. Pupil endorsement of books should be given consideration.

Schubert, Delwyn G. "Reading Games: Why, How, When." XXXVI (Oct. 1959), 422-423.

Lists criteria to be used when selecting reading games.

Seeds, Nellie M. "Proving Grounds for Elementary Reading Reforms." XVII (Dec. 1940), 307-310.

Maintains that reading materials should be changed so that they are more closely associated with children's interests. Though cost is a factor, with improved materials children will build an undestroyable interest which will continue through the years. Author also describes a WPA reading laboratory.

Seegers, J. C. "Reading for Meaning." XXIII (Oct. 1946), 247-250, 261.

States that schools should not teach reading but should teach the *use* of reading and in so doing teach *thinking*. Presents 4 approaches to achieving this proposal.

Seegers, J. C. "A Study of Children's Reading." XIII (Nov. 1936), 251-254.

Gives conclusive results of a study made on uncontrolled reading. Shows that age level, IQ, and sex were factors in selecting reading materials. Science and biographical materials were read more by boys, while mystery and adventure were read more by girls. A greater variety of books was read by both sexes with higher IQ's.

Seegers, J. Conrad. "Some Aspects of Verbalism." XXX (Nov. 1953), 437-443.

Comments upon certain aspects of verbalism met in reading. Provides 8 guidelines for a teacher to follow if the teacher wants to help his pupils avoid verbalism. Points up that word recognition is only the beginning, and that true reading involves thinking about what the words have said.

Sehm, Marjorie Scott. "Out of the Fire of the Gods." XL (Mar. 1963), 237-241, 272.

Gives an account of how a mother proves to her daughter that reading can be fun. This was done not by much reading but by reviewing all the basic structures involved and creating an awareness of how reading can be practical.

Serviss, Trevor. "Reading in the Content Areas." XXX (Oct. 1953), 353-361.

Points out the necessity of studying the needs and interests of children and the importance of a library with abundant materials so that children can be guided in the responsibility of selecting material and evaluating it in terms of their needs and interests. Calls for reading programs that will make reading a vital part of living and a symbol of pleasurable activity.

Shankman, Florence V. "Developing Permanent Reading Interests in Children." XL (Apr. 1963), 411-414.

Recommends that reading materials revolve around students' interests and that the teacher further stimulate interests through using educational media.

Shaw, Margaret. "A Bridge of International Friendship." XIII (May 1936), 170-173, 194.

Presents a list of 82 books representing 25 countries or parts of the world. Books listed range from preschool picture books to junior high and high school books, published from 1931 to Sept. 1934.

Shaw, Phillip. "Study Activities: A Checklist." XXXVI (Oct. 1959), 390-394.

Lists 16 questions regarding reading for information.

Sheppard, Lila. "Talk Written Down." XLI (Jan. 1964), 40-43, 61.

Expresses the idea that reading is talk written down, and advocates ways of drawing upon children's experiences and conversations to help them in their reading.

Shores, J. Harlan. "Are Fast Readers the Best Readers?" XXXVIII (Apr. 1961), 236-245.

Reports an experiment with a 6th grade class to answer the question, "Are fast readers the best readers?" Concludes that the purpose for reading determines whether or not fast readers are the best.

Shores, J. Harlan. "Reading Interests and Informational Needs of Children in Grades Four to Eight." XXXI (Dec. 1954), 493-500.

Surveys the reading interests of pupils in the grade school with a comparison of these interests to the interests of adults.

Shores, J. Harlan. "Reading of Science for Two Separate Purposes as Perceived by Sixth Grade Students and Able Adult Readers." XXXVII (Nov. 1960), 461-468.

Presents results of a study to understand the immaturity of 6th grade children and their inability to read science materials for various purposes. Draws 3 conclusions.

Shores, J. Harlan. "Reading Science Materials for Two Distinct Purposes." XXXVII (Dec. 1960), 546-552, 565.

Reports a study which indicates that a reader's purpose for reading is a determinant of reading rate and comprehension.

Shores, J. Harlan, and Husbands, Kenneth L. "Are Fast Readers the Best Readers?" XXVII (Jan. 1950), 52-57.

Tells of various studies to discover what factors determine speed in reading. Tests show that speed and comprehension both depend on difficulty of the material, the extent to which the reader reads critically, and the reader's purpose in reading.

Simpson, I. Jewell. "Helping the Teacher Improve Oral Reading in the Grades." (1) VI (Sept. 1929), 167-170; (2) VI (Oct. 1929), 201-203.

Lists reasons why oral reading is important in the elementary grades. Enumerates ways in which the teacher may train pupils in the art of oral reading.

Relates ideas for teachers to use in improving oral reading. Restates the need for improvement in this art.

Slover, Vera. "Comic Books vs. Story Books." XXXVI (May 1959), 319-322.

Deals with the results of a questionnaire which attempted to find out the reading interests of primary children.

Smith, Dora V. "Stimulating Interests and Appreciation through Reading." XVII (May 1940), 171-175, 182.

States 4 standards by which to judge the success of a reading program. The main goal in reading is to find joy in books.

Smith, Elva S. "Book Friends of 1932." IX (Dec. 1932), 261-264, 274.

Urges reading with empathy, relating oneself to characters in books for significant literary experience.

Smith, James Steel. "Blind Alleys in Children's Literature." XXXVI (Apr. 1959), 223-225.

Lists and elaborates on 8 questions which obstruct the child's progress in understanding children's books and eventually weaken his interest in them; states that one must start with the positive suggestion of having the child read the book.

Smith, Nila Banton. "The Personal and Social Values of Reading." XXV (Dec. 1948), 490-500.

Presents research bearing on the personal and social values acquired by young people and adults through reading. Draws 5 conclusions from the data.

Smith, Nila Banton. "Some Effects of Reading on Children." XXV (May 1948), 271-278.

Tells of an inventory taken among children to determine the kinds of literature children prefer and if their choice of literature had anything to do with their attitude toward reading.

Smith, Nila Banton. "What Have We Accomplished in Reading?—A Review of the Past Fifty Years." XXXVIII (Mar. 1961), 141-150.

Reviews 50 years of accomplishments in the scientific study of reading.

Smith, Nila Banton. "What Is Critical Reading?" XL (Apr. 1963), 409-410.

Defines critical reading as one aspect of reading comprehension.

Smith, Ruberta N. "A Viewpoint in Preparing Teachers of Reading." XII (Dec. 1935), 271-273.

Suggests that the curriculum in teaching and preparing teachers has become one of preparing one to teach children rather than subject matter.

Sochor, E. Elona. "The Nature of Critical Reading." XXXVI (Jan. 1959), 47-58.

Provides a source of a concise analysis of the differences between literal reading and critical reading.

Solomon, Lynn Lathin. "Please Come—to a Book Week Party." XXXIX (Oct. 1962), 578-579.

Gives directions for planning and executing a simple Book Week party, and lists possible activities involved.

Stahl, Stanley, Jr. "An In-Service Approach to the Improvement of Developmental Reading Instruction." XXXIV (May 1957), 312-318.

Discusses the complexity of the reading process, the large number of failures, the importance of the teacher's ability and role, and suggests fundamental skills and approaches. Gives an inservice outline of reading skills.

Stauffer, R. Nance. "The ABC's of Enjoyment of Reading." XXIII (Jan. 1946), 38-39.

Emphasizes the importance of forming good reading attitudes and practices in young children. Points out what can be appealing to children in books to stimulate their reading.

Stauffer, Russell G. "Reading as a Cognitive Process." XLIV (Apr. 1967), 342-348.

Discusses independent and dependent variables as influences on reading learning. Also discusses reflective thinking, discovery learning, goals, individualized instruction as they pertain to the reading-thinking process. Assimilation and accommodation are the cognitive processes involved in reading.

Stevens, Martin. "Intonation in the Teaching of Reading." XLII (Mar. 1965), 231-237.

Describes approaches to reading instruction—the segmental approach and the intonational approach. The segmental approach is similar to phonics yet it disagrees with some of the practices advocated by phonicians; the intonational approach takes its base in the suprasegmental phonemes which are represented by four degrees of loudness, four degrees of pitch, and four degrees of juncture (pitch-pauses). Feels that the second method "promises some new and productive methods" and that children should start to read material which resembles spoken English.

Stewart, Robert S. "The Weekly Reading Program." XXV (May 1948), 265-270.

Presents an organizational approach to conducting a reading program. Relates the advantages of grouping reading classes in order to give a maximum amount of time to silent reading.

Storm, Grace E. "Pioneers in Reading V: Edward W. Dolch, Jr." XXXV (Feb. 1958), 124-125.

Lists some valuable contributions to the teaching of reading by Edward Dolch, Jr. Includes such tools as (1) 220-word list comprising 75% of words used in 1st grade books, (2) books on the teaching of reading, and (3) games as effective learning aids.

Strang, Ruth. "Interest as a Dynamic Force in the Improvement of Reading." XXXIV (Mar. 1957), 170-176.

Discusses 4 aspects of the effect of interest as a motivating force to read.

Strickland, Ruth G. "Children, Reading, and Creativity." XXXIV (Apr. 1957), 234-241.

States that reading is not just reading words but a reading into words so that a child finds personal fulfillment and expands his experiences.

Sutton, Rachel S. "Variations in Reading Achievement of Selected Children." XXXVII (Feb. 1960), 97-101.

Contends that prepared tests, whether achievement, IQ, or readiness, cannot give the entire picture of the child in regard to reading achievement. Continuous appraisal by the teacher, with data synchronized around developmental change, must be carried on. The child must have access to many books. His environment should stimulate him to read. The child must be continuously appraised with the help of standardized tests and teacher-staff study.

Thompson, Mildred E. "Why Not Try Self-Selection?" XXXIII (Dec. 1956), 486-490.
Describes the success of self-selection of reading materials at the 7th grade level. Procedures were left to the individual teacher, but results created a high interest in reading.

Thralls, Zoe A. "Geographic Terms in Third Grade." XXXVI (Jan. 1959), 32-35.
Summarizes the geographic material existing in basic readers at 3rd grade level, covering 14 readers copyrighted 1945-1957.

Townsend, Agatha. "Interrelationships between Reading and Other Language Arts Areas." XXXI (Feb. 1954), 99-109.
Stresses the needs for interrelationships among the many phases of the language arts from kindergarten through college. Suggests teacher methods of planning a reading program, based on the findings of various studies, and types of materials to be used.

Uhl, Willis L. "Reading and Life in the Upper Grades." III (Apr. 1926), 108-110.
Describes a change in curriculum and technics in the reading program in the upper grades in Boston.

Uhl, Willis L. "What Children Do When They Read." (1) VIII (Sept. 1931), 155-156, 170; (2) VIII (Oct. 1931), 189-193.
Enumerates 5 fundamental processes of reading and proceeds to analyze them in the two issues. Identifies a number of behaviors common to children while they read.

Von Stein, Lucy W. "Fun with Reading in the Third Grade." XXX (Jan. 1953), 27-30.
Shows a multitude of ways to use reading as a source of entertainment, encouragement, and enlightenment for 3rd graders.

Wagner, Orren R. "What We Really Know about Reading." XXVII (Jan. 1950), 23-25.
Lists Robinson's summary of causes of severe reading retardation and basic principles of reading instruction.

Warbeberg, Helen L. "Critical Reading." XLIV (Mar. 1967), 247-251.
Presents 3 views of critical reading: propaganda detection, critical thinking, and literary analysis. The habit of judging and an awareness of the uniqueness of communicating through the printed page are two common elements in critical reading; fear and lack of time hinder critical reading. Time, materials, freedom from pressure, and receptive teachers are needed to teach critical reading.

Wartenberg, Hazel M. "How Come Johnny Can Read?" XLIII (Apr. 1966), 365-369.
Describes readers who can read and read well, in an area undergoing rapid social change. Points out some of the values these children hold that may influence their attitudes and drives.

Weingarten, Samuel. "Pioneers in Reading III: Paul Witty." XXXIV (Nov. 1957), 481-484.
Analyzes Paul Witty's (Northwestern University) contributions in the fields of education, psychology, mental hygiene, child development, and reading.

Wheeler, Lester R. "Indirect Methods of Teaching Reading." XXII (Mar. 1945), 106-108.
Discusses points to be remembered in structuring incidental reading experiences; discusses role of the teacher, use of classroom displays.

Wheeler, Lester R. and Viola D. "Selecting Appropriate Reading Materials." XXV (Dec. 1948), 478-489.
Authors present criteria for choosing reading textbooks, giving 6 factors of difficulty for selecting a reading text, and suggesting methods for evaluating the difficulty of these textbooks.

Winston, Gertrude C. "Oral Reading and Group Reading." XL (Apr. 1963), 392-393, 410.
Discusses valid uses of reading aloud in class.

Witty, Paul. "Interest and Success–The Antidote to Stress." XXXII (Dec. 1955), 507-513.
Points out 8 possible causes of reading failures and suggests measures to help overcome these problems.

Witty, Paul. "Promoting Growth and Development through Reading." XXVII (Dec. 1950), 493-500, 556.

Discusses the relationship between the reading being taught and the influence the content has on child behavior and attitude.

Witty, Paul. "Reading Instruction—A Forward Look." XXXVIII (Mar. 1961), 151-164.

Discusses reading instruction as an individualized method for each child. Comments on criticisms of reading instruction by Flesch and others.

Witty, Paul, and Coomer, Ann. "Fostering a Balanced Reading Program: The Role of Parent, Teacher, and Librarian." XXIII (Oct. 1946), 241-246.

Discusses two problems which are common to every area of instruction and every class: (1) the teacher must understand the nature and needs of the children; (2) the teacher must seek the right materials and experiences. Includes a list of worthwhile books and magazines for the primary grades.

Witty, Paul, and Coomer, Ann. "How Successful Is Reading Instruction Today?" XXVIII (Dec. 1951), 451-457, 491.

Considers reading instruction today as compared with reading instruction 10 years ago. Though schools of today are being criticized for neglecting the teaching of phonics and failing to teach fundamentals, this criticism may result from widespread insecurity and serve as a strong emotional reaction to the great heterogeneity of ability characteristic of the typical classroom, as well as a reaction to a change of instructional materials. Through evaluating achievement tests, reading attainment today and in the past, surveying opinions of teachers, supervisors, and administrators, and making allowances for wide ranges of ability, the author decides that reading instruction today is slightly improved over 10 years ago. The heterogeneity of ability and frequency of reading retardation in schools make remedial reading instruction a necessity at the junior and senior high school levels.

Witty, Paul A., and Sizemore, Robert A. "Reading the Comics: A Summary and an Evaluation." (1) XXXI (Dec. 1954), 501-506; (2) XXXII (Jan. 1955), 43-49; (3) XXXII (Feb. 1955), 109-114.

Surveys studies on the development, popularity, and influence of comic books.

Surveys research on two questions regarding comics: (1) Why are they popular? and (2) What are their undesirable features?

Cites findings of relationship between reading of comic books and juvenile delinquency. Tends to be unrelated to marks in school. Gives bibliography for guidance in children's reading.

Wozencroft, Marian. "Word Meaning Difficulties." XLI (Jan. 1964), 44-46.

States that as children progress through the grades, their chief meaning problem in reading shifts from paragraph meaning to word meaning.

Wyatt, Nita M. "Sex Differences in Reading Achievement." XLIII (Oct. 1966), 596-600.

Presents a study in which boys were separated from girls, given special reading material and special help to see if this could eliminate the gap in reading achievement between the sexes. Although there were not significant differences as measured by achievement tests, the sex grouping seemed more effective for boys but detrimental to girls.

Yoakam, Gerald Alan. "How to Remember What One Reads." VII (Apr. 1930), 83-86.

Describes difficulties commonly experienced in remembering what one reads and suggests some steps that can be taken to improve retention. Emphasizes the importance of material having meaning to the individual.

Young, Marion. "A Report on Self-Selection in Reading." XXXV (Mar. 1958), 176-181.

Presents author's method of selecting readings and other class activities in a heterogeneous grouping to allow for individual differences.

Zirbes, Laura. "Beginning Reading in America and England: A Contrast in Progressive Practice." III (Apr. 1926), 126-127, 133.

Describes phonoscript and phonic method of teaching in a comparative study. Phonic method is superior in speed.

Research—33

Alltucker, Margaret M. "Research Improving the Teaching of Spelling." IV (June 1927), 174-175, 187.

Suggests that spelling words be grouped by difficulty and that each pupil be asked to spell words at his own level. Speaks of inculcating a "spelling conscience" that gives him a desire to spell correctly as well as the ability to recognize the correct spelling and the meaning of the word. Also presents technics for effectively teaching spelling, and lists needs for further research in spelling.

Anderson, Harold A. "Needed Research in Listening." XXIX (Apr. 1952), 215-224.

Stresses the need for more research in the area of listening.

Anderson, Marion A., and Staiger, Ralph C. (compiled by). "Language Arts Research, 1956." XXXIV (Apr. 1957), 245-253.

Lists 289 studies in the language arts in progress during 1956.

Artley, A. Sterl. "An Eclectic Approach to Reading." XXXVIII (May 1961), 320-327.

Presents both sides of the issue of individualized vs. group teaching of reading with the comments of experts documented. Concludes that the best features of both might be the best way to satisfy needs of the learner.

Artley, A. Sterl "Research Concerning Interrelationships among the Language Arts." XXVII (Dec. 1950), 527-537.

Synthesizes some 75 articles of research on language arts with the objective of drawing together different aspects of the field and raising questions that need to be answered if the interrelationships are emphasized in school programs.

Artley, A. Sterl, and Squires, Elizabeth B. "Progress Report on the Champaign Reading Study 1952-55: A Review and Discussion." XXXIV (Feb. 1957), 102-108.

Reviews and discusses a reading program initiated in Champaign, Ill., 1950-1952 and conducted until 1955.

Becker, Samuel L. "Research in the Teaching of English with Mass Media." XXXVIII (Oct. 1961), 398-403, 410.

Reviews and evaluates the results of instruction in reading, listening, speaking, and writing by television as compared to conventional classroom procedures.

Becker, Samuel L. "Teaching of English in the Mass Media." XXXVIII (Apr. 1961), 250-258.

Evaluates experiments done to determine the ability or inability of television to contribute to English teaching.

Betts, Emmett Albert. "Reading Disabilities and Their Correction: A Critical Summary of Selective Research." (1) XII (Mar. 1935), 69-73; (2) XII (Apr. 1935), 106-111; (3) XII (May 1935), 131-141; (4) XII (June 1935), 157-165.

The chairman of the Committee on the Third Annual Research Bulletin submitted to the editor 125 abstracts of scientific studies relating to reading disabilities and their correction. Eleven authorities were asked to select 45 of these abstracts for publication. Of those selected, 8 had some bearing on preventive measures; 8 on corrective procedures; 24 on suggestions for analysis of disabilities; laterality was investigated by 4; and 14 were concerned with the hygiene of reading. Success in beginning reading 30 years ago was probably significantly related to psychological and physiological maturation.

The second article lists researchers in the field of reading disabilities and the problems their research has covered. Lists the character of the research, the problem, the limitations of the study, the procedure, and specific findings for each project.

The third article summarizes 25 more research studies done in the area of reading disabilities. Discusses the character of research, the problem, the limitations, procedure, and conclusion of, among others', Walter Dearborn's, B. Duffy's, Donald Durrell's, Arthur Gates's, and William Gray's reports.

The fourth article concerns research on causes, characteristics, and frequency of reading disabilities; reading achievement of pupils with seriously defective sight; the relation of facility in mirror reading to the functions of speech and reading; the effect of right or left handedness on reversals in reading; reading disabilities among higher grade mental defectives; identifying prospective nonreaders; and finding and analyzing the factors contributing to marked reading disability.

Betts, Emmett Albert. "Systematic Sequences in Reading." XX (Feb. 1943), 54-59.

Gives 5 approaches to the study of systematic reading sequences. Presents study by Warner on retardation and a study by Hilton.

Betts, Emmett A.; Dolch, E. W.; Gates, Arthur I.; and Russell, David H. "Unsolved Problems in Reading: A Symposium I." XXXI (Oct. 1954), 325-338.

Consists of a series of short articles written by specialists in the field of reading. Lists both solved and unsolved problems, and presents specific ideas for research.

Bohnhorst, Ben A., and Sellars, Sophia N. "Individual Reading Instruction vs. Basal Textbook Instruction: Some Tentative Explorations." XXXVI (Mar. 1959), 185-190, 202.

Describes a study conducted at Spring Street School in Atlanta. Defines the terms *individual reading instruction* and *basal instruction*. Gives the results and possible implications of the study.

Bormuth, John R. "New Developments in Readability Research." XLIV (Dec. 1967), 840-845.

Asserts that readability researchers have made vast strides recently because linguists and psychologists have developed more accurate and reliable methods of measuring language difficulties and through descriptive technics have further adapted technics for understanding the features of language that influence its comprehension difficulty.

Brumbaugh, Florence. "Reading Expectancy." XVII (Apr. 1940), 153-155.

States the findings of a study conducted with 700 kindergarten children. The children were asked what they expected of reading in 1st grade.

Burns, Paul C. "Language Arts Research That Should Make a Difference." XLI (Mar. 1964), 279-284, 288.

Examines research in areas of oral composition, written composition, listening, usage, handwriting, and spelling, and chooses one method in each area which offers the most implications for classroom teachers. Purpose is to influence teachers more directly by contact with research.

Burns, Paul C., and Petty, Walter T. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1965." XLIII (Mar. 1966), 252-277.

Reviews research in language arts in elementary school, Dec. 1964-Dec. 1965.

Burns, Paul C., and Troxel, Vernon E. "Another Year of Research in Language Arts Instruction: 1961." XXXIX (Oct. 1962), 549-555, 557.

Gives a report on research in the elementary language arts.

Burns, Paul C., and Troxel, Vernon E. "A Year of Research in Language Arts Instruction: 1960." XXXVIII (Oct. 1961), 384-388.

Presents a resumé of published research on bibliographies, handwriting, spelling, creative writing, television, usage, and general language studies, concluding that handwriting and spelling have received the greatest emphasis in published research.

Cappa, Dan. "Sources of Appeal in Kindergarten Books." XXXIV (Apr. 1957), 259.

Reports a survey in which teachers were asked to check the observable sources of appeal after reading a story once. Illustrations were first, followed by story content; information content and humor were almost equal but below the first two.

Carlson, Ruth Kearney. "Recent Research in Originality." XL (Oct. 1963), 583-589.

Reviews research from 1950-1962 on the creative child, with a discussion of his characteristics and unique problems.

Clymer, Theodore. "Research Design in the Language Arts." XXXIX (Apr. 1962), 349-354, 356.

Characterizes and analyzes the structure of research procedures, especially as they apply to research in the language arts.

Davis, O. L., Jr., and Seifert, Joan G. "Some Linguistic Features of Five Literature Books for Children." XLIV (Dec. 1967), 878-882.

Reports a study which sought (1) to reveal some features of language used by authors of 5 children's literature books, and (2) to demonstrate the power of the analytic procedures introduced in the hope of stimulating more substantial research.

Dilley, Norman E. "Trade Names and the Learning of Spelling and Reading." XXXV (Apr. 1958), 226-229.

Reports on a study investigating whether or not exposing children to misspelled words hinders their progress in learning to spell and read.

Dolch, E. W. "Fact Burden and Reading Difficulty." XVI (Apr. 1939), 135-138.

Describes a study designed to determine the number of facts presented in certain content textbooks. Results of the study led to these conclusions: (1) as the books became lighter in fact burden, they came more to be story type material; (2) the books with low average fact burden had an uneven distribution of facts within them; (3) a heavy load of facts may not be as damaging as failure to distinguish between important and unimportant facts; (4) the additional factor beyond the quantity of facts is the difficulty of the facts.

Donovan, H. L. "Use of Research in the Teaching of Reading." V (Apr. 1928), 104-107.

Discusses educational research of the time and includes the following findings: (1) modern technics are adopted earlier in urban areas than in rural areas; (2) half the schools surveyed displayed some evidence of written courses of study, preprimer, and remedial work; (3) 60% of the teachers' colleges surveyed offered courses in reading; (4) there was inadequate dissemination of information about the teaching of reading and educational theory; and (5) of 23 sets of textbooks, including 346 books, evaluated on the basis of inclusion of current research findings relating to reading, 173 were labeled excellent, 94 good, 35 fair, and 44 poor. Suggests that the quality of textbooks affects, to a large extent, the quality of reading instruction.

Durrell, D. D. "Research Problems in Reading in the Elementary School." (1) XIII (Mar. 1936), 101-106, 111; (2) XIII (Apr. 1936), 149-156; (3) XIII (May 1936), 184-193.

Discusses some of the inhibiting factors in research in the elementary school reading program.

Lists problems in reading which needed research investigation in 1929, ranging from reading readiness to vocabulary at the elementary level. Includes progress reports of research already in progress.

Deals with problems related to word analysis and middle grade reading problems. Gives 3 suggestions for improving research *methods*, which are the greatest weakness of experiments in reading.

Early, Margaret (editor). "A Summary of Investigations Relating to the English Language Arts in Elementary Education—1961." XXXIX (Apr. 1962), 336-348, 366.

Presents results of current research in two areas—reading and written communication.

Edmund, Neal R. "Story Writing in the Seventh Grade." XXXIV (May 1957), 305-306.

Presents results of a survey of 127 children asking questions about their story writing experiences.

Edwards, D. Lewis. "Reading from the Child's Point of View." XXXV (Apr. 1958), 239-241.

Notes, in the results of his survey of 66 retarded readers, that children should read slowly and get the true meaning of the materials read.

Enstrom, E. A. "Research in Handwriting." XLI (Dec. 1964), 873-876.

Cautions against hasty conclusions of researchers in using small amounts of information. Lists 10 valid points for consideration when doing research work.

Evans, James W. "Needed Research in Language, Composition, and Grammar." XVI (Mar. 1939), 97-100.

Suggests that though research has been conducted in language, composition, and grammar, it has not been of a kind helpful to the classroom teacher. Suggests directions which future research should take: (1) part of the research should concern itself with the specifics of language; (2) studies of the positive aspects of pupil needs and performance are needed; (3) studies are needed about the problem of how pupil performance can be motivated; (4) the problem of difficulty should be redefined to take into consideration the work, time, and attention required by the learner in mastering the item to be learned.

Flesch, Rudolf. "A Readability Formula in Practice." XXV (Oct. 1948), 344-351.

Presents the author's statistical formula for measuring readability and its applications. Suggests a direction for further research in readability, with emphasis on linguistic aspects.

Foster, R. A., and Hampel, Margaret. "Unpublished Studies in Elementary School English." (1) XVII (Mar. 1940), 117-122; (2) XVII (May 1940), 194-198; (3) XVII (Oct. 1940), 240-245; (4) XVII (Nov. 1940), 290-292.

Summarizes, in 4 installments, information about research in elementary school English.

Furness, Edna L. "Mispronunciation, Mistakes, and Method in Spelling." XXXIII (Dec. 1956), 508-511.

Points out that pronunciation plays an important part in learning spelling; sets up certain guideposts to establish pronunciation instruction as an integral part of the spelling program.

Gates, Arthur I. "Needed Research in Elementary School Reading." XIII (Dec. 1936), 306-310, 318.

Evaluates the 4th annual research bulletin of the National Conference on Research in Elementary School English, *Research Problems in Reading,* edited by Donald D. Durrell, and lists areas which need immediate attention.

Gibbons, Helen D. "Reading and Sentence Elements." XVIII (Feb. 1941), 42-46.

Reviews a study seeking to determine the relation between: (a) parts of a sentence; (b) parts of a sentence and the ability to understand the sentence meaning; and (c) the ability to see relationships between sentence parts and the ability to read as determined by Gates's standardized reading test.

Goodman, Kenneth S. "A Linguistic Study of Cues and Miscues in Reading." XLII (Oct. 1965), 639-643.

Describes a research study on 100 children in grades 1, 2, 3 and their cues and miscues in reading comprehension as studied from a private, oral reading situation.

Goodykoontz, Bess. "A Bibliography of Unpublished Studies in Elementary School English, 1934-1936." (1) XIV (Nov. 1937), 250-256, 266; (2) XIV (Dec. 1937), 293-300.

Reports studies dealing primarily with the objectives and technics of oral and written English in grades 1-8. Gives brief reports of the following 3 studies: (1) integrating language with other parts of the curriculum; (2) language problems of handicapped children; and (3) creative writing.

Other studies evaluate (1) courses of study and textbooks; (2) error studies and remedial drill programs; (3) grammar; (4) punctuation; (5) tests, scales, testing technics; (6) growth in vocabulary and other language elements; and (7) composition.

Gray, William S. "An Evaluation of the Yearbook." XIII (Oct. 1936), 228-233.

Suggests technics for people interested in reading; criticizes the yearbook (the 4th bulletin of the National Conference on Research in English), discusses problems of research, and gives the reason for studying these areas. [See also Arthur I. Gates, Dec. 1936, this section.]

Gray, William S. "Needed Research in Reading." XXIX (Feb. 1952), 100-108.

Classifies reading problems that need to be fully researched under these headings: theory and practice; practical issues and problems; characteristics of readers; levels of maturity or school progress.

Greene, Harry A. "Research in Elementary Language." (1) X (Mar. 1933), 59-66; (2) X (Apr. 1933), 101-107; (3) X (May 1933), 126-134; (4) X (June 1933), 155-156; (5) X (Sept. 1933), 177-180.

Reports on the problems in elementary language. The principal difficulty lies in the fact that in the past the attack on the problems of language as a field of elementary school instruction has been mainly philosophical rather than experimental.

Studies the content and placement in the curriculum of elementary English. The curriculum should place emphasis on the constructive rather than on the error aspect of language.

Discusses the problems in elementary language related to sentence structure, grammatical forms, single situation in usage, relationship of subject and predicate, and oral and written language activities.

Part V consists of a discussion by Robert C. Pooley and Percival M. Symonds on "Research in Elementary Language."

Groff, Patrick J. "Spelling and Language Achievement of Left-Handed Children." XXXIX (May 1962), 466-469.

Reports on research of the study of the relationship between handedness and reading. Evidence thus far available reports significantly little relation between handedness and language ability. Gives statistics from various studies of grades 5 and 6.

Groff, Patrick. "Research Critiques." XLI (Dec. 1964), 915-924.

Discusses the substrata-factor theory of reading, its design and its applicability to reading in the elementary school. Refers to research by Jack Holmes and Harry Singer on this subject.

Guiler, Walter Scribner, and Betts, Emmett Albert. "A Critical Summary of Selective Research." (1) XI (Mar. 1934), 75-80; (2) XI (Apr. 1934), 111-118; (3) XI (May 1934), 139-146; (4) XI (June 1934), 164-169; (5) XI (Sept. 1934), 188-191; (6) XI (Dec. 1934), 272-275, 278.

Reports the outcomes of an NEA meeting in 1933 which resulted in research to improve English instruction in elementary schools. Results included formation of the National Conference on Research in Elementary School English, appointment of committees, and program arrangement of the next conference. Closes with a list of short summaries of research problems submitted by members of the Conference in hopes of stimulating research.

Halliwell, Joseph W., and Stein, Belle W. "A Comparison of the Achievement of Early and Late School Starters in Reading Related and Non-Reading Related Areas in Fourth and Fifth Grades." XLI (Oct. 1964), 631-639.

Describes a study conducted for the purpose of investigating the differences in achievement in the separate subject matter areas between younger and older 1st grade entrants at the end of the 4th and 5th grades. The results of the study showed that despite the fact that the younger pupils were significantly inferior to the older pupils in almost every academic area evaluated, when the raw scores were converted to grade equivalents, the mean grade equivalents of the younger pupils were still above grade level. Succumbing to current pressures for an earlier entry date for 1st grade pupils is difficult to justify in light of these results.

Hampel, Margaret. "Unpublished Studies in Elementary School English, 1941." (1) XVIII (Nov. 1941), 255-262; (2) XVIII (Dec. 1941), 300-305; (3) XIX (Jan. 1942), 23-28; (4) XIX (Feb. 1942), 67-69.

Consists of abstracts of unpublished studies in elementary school English for the year 1941. Lists authors and their unpublished articles.

Hanna, Paul R. and Jean S. "Applications of Linguistics and Psychological Cues to the Spelling Course of Study." XLII (Nov. 1965), 753-759.

Offers an overall design for a research approach on spelling improvement through the fields of linguistics and psychology, and discusses 5 aspects of the spelling program.

Hanna, Paul R.; Hanna, Jean S.; and Bergquist, Sidney R. "Needed Research in Spelling." XLIII (Jan. 1966), 60-66.

Contrasts recent spelling reseach with the linguistic approach and suggests 4 major areas of possible research in these two categories.

Harris, Albert J.; Strang, Ruth; Witty, Paul; and Yoakam, Gerald A. "Unsolved Problems in Reading: A Symposium II." XXXI (Nov. 1954), 416-430.

Presents 4 lists by the authors of areas needing research in the field of reading.

Hiner, Mary Clay. "Looking Backward at Childhood Books." XX (Apr. 1943), 157-158.

Lists favorite childhood books based on recall of childhood reading (ages 9-15) by college students in 1930-1940. Results of the study showed that the group had read all books within their reach and liked all they had read.

Hogenson, Dennis L. "The Role of Interest in Improving Reading Skills." XXXVII (Apr. 1960), 244-246.

Describes a study of two 6th grades to determine the role interest plays in improving reading skills. A control group with an IQ range of 80 to 120 read a basal reader. An experimental group with an IQ range of 92 to 124 selected three library books of differing types, of interest to them and on their reading level, and were encouraged to read as much as possible with periodic checks of their reading progress. The experimental group made greater gains on skills than the control group.

Hopkins, Celia. "Spelling and the Language Arts." XXXIV (Feb. 1957), 98-101.

Combines spelling with language arts by presenting the spelling words in the form of sentences made up by the pupils.

Horn, Ernest. "Research in Spelling." XXI (Jan. 1944), 6-13.

Examines the research in spelling and suggests better use of these studies for the teaching of spelling.

Horn, Thomas D. "Research in Spelling." XXXVII (Mar. 1960), 174-177.

Lists a selected bibliography of research, with an introductory reference section and a discussion of research implications for the improvement of modern spelling instruction: (1) a spelling program should be built around a central writing core of from 2- to 3,000 words including those high frequency words needed by both children and adults; (2) list presentation of words is more efficient than contextual approach; (3) the test-study procedure, child-corrected, is superior to the study-test approach; (4) phonics should be supplemental to the direct study of words; (5) misspelling in written work shows poorly developed consciousness or conscience; and (6) evaluation by standardized testing and spelling scales is defensible.

Hultz, Helen L., and Zyve, Claire T. "The Effect of Phonographic Recording in Improving Children's Speech." XI (Sept. 1934), 183-187.

Summarizes a controlled study that was carried out for a month with two 4th grade groups to determine the effectiveness of phonographic recording in the improvement of certain mechanical elements in children's use of oral English.

Hurley, Elsie M. "Motivating Reluctant Readers." XXXVIII (May 1961), 328-329.

Reviews a study of children with an IQ range of 76-114 with poor work habits and poor attitudes toward reading. Explains motivational methods, both individual and group. The results showed an improvement in attitude and work habits.

Johnson, Roy I.; Smythe, Dallas W.; Shores, J. Harlan; and Husbands, Kenneth. "Research and Interpretation." XXVII (Jan. 1950), 40-57.

Discusses possible influence of electronic media—radio, TV—on reading time. Some TV could be utilized educationally. Man needs to be educated to think critically and to select carefully those media which most influence his thinking and acting.

Karlin, Robert. "The Prediction of Reading Success and Reading-Readiness Tests." XXXIV (May 1957), 320-322.

Reports an investigation of 111 1st graders to show the relationship between reading readiness scores and later reading achievement; scores showed very little relationship between the two.

Karlin, Robert. "Research in Reading." XXXVII (Mar. 1960), 177-183.

Summarizes research in reading as follows: (1) reading-readiness tests are not reliable in predicting success or failure in beginning reading, and programs of instruction must be adjusted to developmental levels of children; (2) phonics instruction is only a single aspect of word recognition; (3) there is a marked sex difference in reading interest; (4) television does not necessarily supplant reading and can be used to stimulate more reading; (5) preparation for reading in content fields is as important as guidance in reading from readers; (6) no conclusions can be drawn from research as to the superiority of individualized reading programs over others; and (7) machines of the pacer, flashmeter, and film types, to increase reading rate, cannot be recommended.

Keener, Edward E., and Rowe, John R. "Practice Materials in Third Grade English." X (Mar. 1933), 55-58, 78.

Reports a study to determine the difference between an experimental class using practice materials without a textbook or other aids, and a control group using a textbook and any device which the teacher could find. The experimental group scored highest on tests thus proving that English can be taught just as well from individual assignment sheets.

Keshian, Jerry G. "How Many Children Are Successful Readers?" XXXVIII (Oct. 1961), 408-410.

Reviews the results of a 406-child study of reading ability and socioeconomic status. Draws 8 conclusions.

Knott, Thomas A. "Observations on Vocabulary Problems." XVII (Feb. 1940), 63-67.

Comments on the findings of research on vocabulary problems—a study reported by the National Conference on Research in English.

Kyker, Charles. "Remedial Reading in a Semi-Rural School." XX (Apr. 1943), 161-162.

Describes an experiment in Tennessee for improving reading of children who were selected on the bases of a standardized test, teachers' estimates, and vision, hearing, and intelligence tests. Children improved from .5 to 2.3 school grades as a result of a remedial reading program.

La Brant, Lou; Marcus, Fred; and Steinberg, Erwin R. "Needed Research in Language Expression." XXIX (Jan. 1952), 35-38.

Discusses points that need to be researched in the area of language expression.

Levin, Harry. "Reading Research: What, Why and for Whom?" XLIII (Feb. 1966), 138-147.

Discusses some research needs with prescriptions for design.

Lichtenstein, Jack. "The New Castle Reading Experiment in Cleveland Heights." XXXVII (Jan. 1960), 27-28.

Reports on an experiment in which reading was taught through filmstrips that paralleled content in a basic reader text. Attributes this method with significant increases in mean grade level scores and IQ scores.

Lipscomb, Lena E. "A Study of the Reading of a Sixth Grade." VIII (Mar. 1931), 60-63.

Reports a study conducted to determine some definite plan for selecting books for 6th grade pupils of high reading ability to read. Results showed that the ones with the highest IQ were not necessarily the ones who read the most books.

Looby, Ruth. "Understandings Children Derive from Their Reading." XVI (Feb. 1939), 58-62.

Reports a study made to ascertain the extent to which children understand words and phrases read in literature. Uses the reactions of a group of 77 6th graders to the literary selection, "Achilles, Famous Leader of the Greeks," by Alfred J. Church.

McCracken, Glenn. "The New Castle Reading Experiment—A Terminal Report." XXX (Jan. 1953), 13-21.

Reviews the experiment and points out the psychological advantages gained by shy or retarded readers by using the materials with pictures corresponding to reading texts.

McGuire, Edna. "Poem Selection for Primary Grades." XI (Dec. 1934), 263-267.

Cites the values that poetry has for children. Enumerates research concerned with the listing and grade placement of poems. Determines a basic list of poems that could be used in grades 1, 2, and 3. Is far from satisfied with her results, however, for she feels that a study tends to perpetuate itself in other studies. Concludes that the scientific problem of finding what poetry is best suited for different levels of development still remains to be solved.

McKee, Paul, "Problems of Research: An Evaluation." XIII (Nov. 1936), 269-273, 279.

Gives a constructive criticism of the bulletin from the fourth annual National Conference in Research in Elementary School English, and commends the chairman for his selection of subject areas to be studied. The committee's discussion included methods of research, correlation of reading and language programs, age of reading readiness, content of reading primers.

McKee, Paul. "Research Values in Children's Writing Vocabularies." VII (Mar. 1930), 73-77.

Points out need for additional research in the field of children's writing vocabularies, suggesting that to get the common words that children use, one should study children's letters and diaries. Also considers the matter of selecting spelling vocabulary in terms of spelling difficulty, and the need for research in matters concerning grade placement of paragraphing, punctuation, and reading material.

MacLatchy, Josephine H. "A Bibliography of Unpublished Studies in Elementary School English, 1925-1934." (1) XII (Dec. 1935), 260-263, 267; (2) XIII (Jan. 1936), 20-24, 28; (3) XIII (Feb. 1936), 58-62, 65.

Lists unpublished research in elementary school English.

Includes two reports, one dealing with primary grade studies in English and the other with intermediate grade studies in language.

Emphasizes oral English for primary grades and composition writing in the intermediate grades. Stresses the importance of reading ability in making use of sentence structure. Gives the results of a study made at intermediate grade level under the headings of grammar, punctuation, practice material, testing technics, and reading.

Marshall, Gertrude W. "On Our Own in Spelling." XXXIV (Dec. 1957), 543-544.

Reports how the author develops her own devices in teaching spelling.

Mazurkiewicz, Albert J. "A Comparison of i/t/a and T. O. Reading Achievement When Methodology Is Controlled." XLIII (Oct. 1966), 601-606, 669.

Describes the controlled method of i/t/a (Initial Teaching Alphabet) and T. O. (traditional orthography) in reading achievement.

Mazurkiewicz, Albert J. "Teaching Reading in America Using the Initial Teaching Alphabet." XLI (Nov. 1964), 766-772.

Reports in detail the work done in a study which is, first, a demonstration of the use of the i/t/a in reading instruction and, second, an evaluation of its effectiveness, building on the research findings of the English experiment determining the effectiveness of using Pitman's i/t/a. Tentative conclusions are that the i/t/a population is superior to the control group in word recognition, total reading, and comprehension along with better rapport in certain social and emotional areas.

Milligan, John P. "The English Expression Program." XV (Jan. 1938), 5-10.

Reports a study in Bloomfield, New Jersey, concerning English expression. The plan, though observed for one year, was too short to lead to any conclusion about its effectiveness. The data did show gains in language as revealed by the Progressive test.

Milligan, John P. "An Evaluation of Two Methods of Teaching Written Sentence Structure." XVI (Mar. 1939), 91-92, 106.

Describes an experiment carried out in 1936-37 in grades 4, 5, and 6. Two methods of teaching functional grammar were set up: the formal method in which the subject matter of the lessons consisted of items of grammar related to the sentence as a unit; and the incidental method in which children wrote compositions and teachers based their teaching of grammar as needs were revealed in the compositions. Results showed that the incidental method of teaching was slightly more effective in changing the sentence structure of elementary school children.

Peltola, Bette J. "A Study of Children's Book Choices." XL (Nov. 1963), 690-695, 702.

Deals with an attempt to investigate the amount of agreement between children's choices of books and those chosen by both the American Institute of Graphic Arts and the catalog *3300 Best Books for Children.* AIGA books did not fare so well with the children as did the catalog's listing.

Petty, Walter T. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1962." XL (Feb. 1963), 150-164, 201.

Reviews 58 research studies in elementary language arts.

Petty, Walter T., and Burns, Paul C. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1963." XLI (Feb. 1964), 119-137.

Presents the 3rd annual review of reported research in the elementary language arts field.

Petty, Walter T., and Burns, Paul C. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1964." XLII (Apr. 1965), 411-430.

Summarizes 77 research studies having direct classroom application which appeared in journals from Dec. 1963 to Dec. 1964. They cover preschool reading and its effect on school reading achievement, i/t/a, the Joplin plan, the problems of teaching reading to boys, programed instruction, aural-visual discrimination both in the early reading program and in succeeding grades, written communication (spelling, composition and mechanical skills), and oral communication.

Petty, Walter T., and Burns, Paul C. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1966." (1) XLIV (Apr. 1967), 392-401, 430; (2) XLIV (May 1967), 492-516.

Part I summarizes articles on the sociology of reading, the psychology of reading, the physiology of reading, and the teaching of reading. Summarizes articles on language learning, oral communication, and written communication.

Part II presents articles dealing with specific studies of reading instruction.

Plessas, Gus P., and Ladley, Dorothea Macie. "Some Implications of Spelling and Reading Research." XLII (Feb. 1965), 142-145, 200.

Summarizes pertinent research relating to questions of spelling and reading instruction for poor spellers and poor readers.

Poley, Irvin C. "Variety in Sentence-Structure." VI (May 1929), 126-128.

Presents the results of a study of 8th grade pupils in a summer demonstration class at Harvard University concerning correlation between intelligence and variety in sentence structure.

Preston, Ralph C. "The Reading Status of Children Classified by Teachers as Retarded Readers." XXX (Apr. 1953), 225-227.

Analyzes the reading of 82 elementary school children from two schools who were classified as retarded readers. Presents conclusions.

Reeve, Olive R. "The Vocabulary of Seven Primary Reading Series." XXXV (Apr. 1958), 237-239.

Reports on a study using the vocabulary from the Primary Reading series. Results indicated that more experience at each level of reading built confidence for the next reading level.

Richmond, Arnie E. "Children's Spelling Needs and the Implications of Research." XXXIII (Dec. 1956), 500-505.

Describes a research study aimed at preventing and solving spelling problems. Study was conducted at the 6th grade level.

Russell, David H. "Interrelationships of the Language Arts and Personality." XXX (Mar. 1953), 167-180.

Summarizes about 200 studies concerning interrelationships of personality and language behavior.

Russell, David H. "Progress in Reading: A Special Review." XXXIV (Apr. 1957), 242-244.

Gives a critique of a two-year study which indicates superiority of "phonics-word approach" over "mixed methods." Notes 7 major inadequacies of the study.

Russell, David H. "Reading Research that Makes a Difference." XXXVIII (Feb. 1961), 74-78.

Selects the 10 best examples of reading research which have affected the curriculum in reading and related areas. They involve eye movements, teachers' methods, clinical procedures, children's motivations, the emotional and personality concomitants of reading, and the problems of reading and language all over the world.

Russell, David H. "Spelling Ability in Relation to Reading and Vocabulary Achievements." XXIII (Jan. 1946), 32-37.

Reviews studies by Gates, Betts, Gilbert and Gilbert, Spache, Russell, Bond, and others.

Sandmeyer, Katherine H. "Spelling: Help or Hindrance?" XXXV (Jan. 1958), 42-44.

Deemphasizes the use of spelling rules and relies more heavily upon visual memory method. Encourages careful observation and persistence in learning to spell words correctly.

Schoephoerster, Hugh. "Research into Variations of the Test-Study Plan of Teaching Spelling." XXXIX (May 1962), 460-462.

States that the test-study method of teaching spelling is superior to that of the study-test method. Compares in value 3 variations of the test-study plan. Relates findings from experimental study groups: above average, average, and below average.

Seashore, Robert H. "The Importance of Vocabulary in Learning Language Skills." XXV (Mar. 1948), 137-152, 160.

Describes some of the methods used and results obtained in a study measuring individual differences in the extent and use of the English vocabulary at various grade levels. Makes use of the Stanford-Binet Intelligence Test and personal research findings in the experiment.

Seegers, J. Conrad. "Recent Research in Vocabulary Development." XXIII (Feb. 1946), 61-68.

Deals with vocabulary problems in textbooks in relationship to developing both vocabulary and thinking. Cites various sources and their ideas in regard to vocabulary development.

Seegers, J. C. "Vocabulary Problems in the Elementary School." (1) XVI (Apr. 1939), 157-166; (2) XVI (May 1939), 199-204; (3) XVI (Oct. 1939), 234-239; (4) XVI (Nov. 1939), 279-282; (5) XVI (Dec. 1939), 320-326; (6) XVII (Jan. 1940), 28-43.

Includes a bibliography of the 7th annual research bulletin of the National Conference on Research in English.

Presents findings of research on elementary school vocabulary stating available information, including lists and compilers, and identifying areas where more research is needed. Dicussess vocabulary building and vocabulary problems in reading, writing, and speaking.

Includes a digest of research on elementary school vocabularies for listening, speaking, and writing, the purpose of which was to call attention to the difference between words which children actually know and words which publishers think they know.

Includes a digest of research on vocabulary problems.

Reports research which points out problems of vocabulary.

Sharpe, Maida Wood. "A Comparison of Three Approaches to Teaching Spelling." XXXVII (May 1960), 316-320.

Reviews a study which compared 3 approaches to spelling instruction used with 3 different groups of children. One group did much independent study with freedom to choose their activities; another, much independent study without freedom to choose their activities; and another followed a workbook program. All made the same gains in spelling achievement. Recommends further research on teaching spelling. Identifies the following as components of a good spelling program: challenging writing situations; proofreading practice; developing rules inductively; following up correction of errors; compiling lists of words based on needs, abilities, and interests; and workbook practice.

Shibles, Burleigh H. "How Many Words Does a First-Grade Child Know?" XXXVI Jan. 1959), 42-47.

Presents a brief analysis of the research that has been made in recent years on the vocabulary development of the 1st grade child.

Singleton, Carlton M. "Freedom to Research." XXXVIII (Feb. 1961), 114-117, 121.

Discusses steps for guarding researchers' freedom in order to strengthen their study when securing the cooperation of those who may be affected.

Singleton, Carlton M. "Needed Research in the Language Arts." XXXIX (May 1962), 495-496.

Stresses the need for research in the language arts, and lists groups of questions that should be answered by this research.

Singleton, C. M.; Diederich, P. B.; and Hill, Walter. "The Classroom Teacher as a Researcher." XXXVIII (May 1961), 330-335.

Reviews, with suggestions, the need for and the way to go about classroom research.

Smith, Nila Banton. "Areas of Research Interest in the Language Arts." XXIX (Jan. 1952), 21-34, 50.

Affirms the idea that research needs in language arts are varied and urgent, and suggests the following topics for research study: (1) continuity of growth, longitudinal study of language needs, uses, and development; (2) interrelationships of language growth with other areas of growth; (3) environmental influences on vocabulary, quantity and quality of expression, and reading ability; and (4) developmental sequences.

Spache, George D. "New Approaches to Research in the Language Arts." XXXIV (Oct. 1957), 374-377.

Notes that more research is needed in these areas related to reading and spelling: (1) mature reading skills (skimming, scanning, critical reading, and proper handling of propaganda); (2) individualizing reading instruction to learning aptitudes of individual child; (3) the impact of parent-child relationships upon success in child's reading; and (4) the reasons for misspelling.

Staiger, Ralph C. "Language Arts Research, 1958." XXXVI (Nov. 1959), 502-510.

Provides a bibliography of 284 research studies covering 18 areas of language arts in progress in 1958.

Staiger, Ralph C. "Language Arts Research, 1960." XXXVIII (Mar. 1961), 175-186.

Reports on 312 research studies completed or underway in language arts in 1960.

Staiger, Ralph C. "Language Arts Research: 1962." XL (Apr. 1963), 362-369, 378.

Lists 221 studies done in 1961 and 1962—the 4th in a series of biennial collections of research studies in the language arts.

Staiger, Ralph C. "Language Arts Research: 1964." (1) XLII (Apr. 1965), 433-445; (2) XLII (May 1965), 513-526.

Part I reports that the number of language arts research studies more than doubled those of 1962. Attributes the increase in part to the stimulus given by Project English and other research activities of the U.S. Office of Education. The language arts classification includes correlated programs compared with isolated teaching, linguistics, and i/t/a in the first grade.

Part II includes a comprehensive bibliography of master's theses, post master's research, doctoral dissertations and post doctoral study under the following listings: reading: secondary school; reading: college and adult; reading: corrective; writing; grammar and usage; spelling; handwriting; speaking and speech correction; listening; teacher education; psychological relationships; literature, poetry, appreciation; dramatics; college English; and library.

Staiger, Ralph C. "Language Arts Research: 1966." XLIV (Oct. 1967), 617-638.

This is the 6th biennial listing of research studies compiled by the author with the help of the National Conference on Research in English. It contains 381 studies underway or completed during 1966. Categories: programs and curricula; vocabulary; linguistics; dialects; language development; mass communication; materials and analysis; bilingualism; reading: process; reading: elementary school; reading: secondary school; reading: college and adult; reading: corrective; writing; grammar and usage; spelling; speaking and speech correction; listening; teacher education; psychological relationships; college English; literature, poetry, appreciation; library; dramatics.

Staiger, Ralph C. "Research in the Language Arts." XXXIX (May 1962), 490-494.

Considers research in the language arts, and reasons that since most of the studies reported use some kind of statistical treatment, it might be useful to suggest a sequence of utility for prediction of the statistical technics used in these studies.

Steinberg, Erwin R., and Jenkins, William A. "Needed Research in the Teaching of the Elementary School Language Arts." XXXIX (Dec. 1962), 790-793.

Reports on a conference recognizing some needed research studies on language arts.

Stewart, Rebecca W. "I.T.A.–After Two Years." XLII (Oct. 1965), 660-665.

Reviews the i/t/a experiment in Bethlehem, Pennsylvania, with 40% of the children coming from low socioeconomic group. Results were favorable to i/t/a.

Strickland, Ruth; Blake, Howard E., and Amato, Anthony J.; and Petty, Walter T. "Needed Research in Oral Language." XLIV (Mar. 1967), 257-264.

Part I states that research is needed on the dialects children bring to school and what teachers should do about them; studies should be conducted on ethnic and regional speech patterns that may hinder the speaker. Research is also needed on teaching sound-symbol correspondence to children whose language differs from that of textbooks.

Part II states that information about listening should be disseminated more widely and more research should be done. Discusses speaking skills with focus on needed research.

Part III calls for research which could be used to develop teaching methods and curricula.

Trabue, M. R. "Vital Studies Needed in Elementary School English." XXII (Feb. 1945), 56-60.

Suggests several areas in which research is needed.

Winter, Clotilda. "Interrelationships among Language Variables in Children of the First and Second Grades." XXXIV (Feb. 1957), 108-113.

Reports that a study showed no conclusive evidence of interrelationships among language variables in children of the 1st and 2nd grades.

Witty, Paul. "Phonic Study and Word Analysis." (1) XXX (May 1953), 296-305; (2) XXX (Oct. 1953), 373-379, 383.

(1) Reports a study of the values of phonics study in elementary school. Relates that Gates and Russell concluded that excessive amounts of phonics should be avoided, while Donald Agnew, on the other hand, found many advantages from the teaching of phonics. Presents a program for introducing various phonic elements.

(2) Further discusses the research on the teaching of phonics. Tells some of the methods of instruction and points out the different positions of educators on this subject. Emphasizes that a phonics readiness should be ascertained before instruction is given.

Wood, Kenneth Scott. "Needed Research in Speech." XXIX (Mar. 1952), 159-166.

Deals with areas that need research in the field of speech.

Woodfin, Mary Jo. "An Innocent in Language Arts Land." XXXIX (Jan. 1962), 11-13, 23.

Satirizes doctoral research studies: directed toward language arts scholars; a collection of "in-group" jokes.

Worth, Walter, and Shores, J. Harlan. "Does Nonpromotion Improve Achievement in the Language Arts?" XXXVII (Jan. 1960), 49-52.

Describes a study done by Worth in which 66 low achievers repeating the 3rd grade were matched to 66 who had been promoted to the 4th, as to sex, IQ, CA, and test data. Eight language arts aspects were measured at the beginning and at the end using the California Achievement Test and the Gates Advanced Primary Reading Tests. The results: California tests—the promoted gained more than the nonpromoted; Gates tests—the nonpromoted gained more than the promoted.

Spelling and Vocabulary—34

Addy, Martha L. "Development of a Meaning Vocabulary in the Intermediate Grades." XVIII (Jan. 1941), 22-26, 30.

Discusses the importance of an adequate meaning vocabulary and a study made to discover the methods that intermediate grade teachers used in selecting, presenting, and securing mastery of words felt to be essential to a child's general meaning vocabulary.

Allen, Jack, and Hullfish, William R. "What Can We Do about Spelling through Reading?" XLII (Feb. 1965), 153-155.

Gives logical answer to spelling difficulties. Emphasizes how two principles of learning are utilized in the learning of spelling—learning by doing and spaced practice.

Ames, Wilbur S. "A Comparison of Spelling Textbooks." XLII (Feb. 1965), 146-150, 214.

Reports on a comparative study of 7 spelling texts over several grade levels, seeking conformity of identical word introduction at identical grade level. Includes charts and lists. Points up lack of agreement among spelling tests.

Ames, Wilbur S. "The Understanding Vocabulary of First-Grade Pupils." XLI (Jan. 1964), 64-68.

Attempts to construct and validate a test to measure the estimated size of the basic English understanding vocabulary of 1st graders.

Anderson, Donald G. "Vocabulary Abilities and Group Status in the Sixth and Ninth Grades." XXV (Dec. 1948), 506-513, 524.

Describes a study which attempted to discover what relationships exist between certain abilities and a pupil's group status or classroom popularity. Illustrates a trend toward the study of more specialized vocabularies rather than a single general one.

Anderson, Marion. "The Quality of the Adult Writing Vocabulary." XI (May 1934), 135-138.

Reveals results of studies conducted for the discovery of the words most frequently used by the common man and by literary figures. Lists 5,000 commonly used words that were seldom included in the writings of the literary group. The literary group had a wider range of utilized vocabulary.

Archer, C(lifford). P. "Shall We Teach Spelling by Rule?" VII (Mar. 1930), 61-63.

Explains the debate going on as to whether or not spelling should be taught by rules. Takes the stand that rules should be taught, using both inductive and deductive methods of learning. States that only rules that justify the time should be taught.

Archer, Clifford (P.). "Transfer of Training in Spelling." V (Feb. 1928), 55-61.

Describes a study conducted by the author to try to determine how and why children are able to spell words which have not been formally taught; grades 5 and 7 were used for the experiment. Draws conclusions concerning transfer of training.

Archer, Marguerite P. "Building Vocabulary with a Fourth-Grade Class." XXXVII (Nov. 1960), 447-448.

Describes an approach to building vocabulary. A 4th grade class suggested more than 100 words to replace the word *said* and then wrote a story using 20 of the alternates. This practice involved individual and group participation and served to inspire greater interest in language and to induce further effort in its use.

Artley, A. Sterl. "Teaching Word-Meaning through Context." XX (Feb. 1943), 68-74.

Discusses getting word meanings from context or from picture clues, and lists 10 context aids.

Ashbaugh, E. J. "The Course of Study in Spelling." IV (Apr. 1927), 102-104.

Presents a guide for selecting spelling words and suggests that a method of teaching the words and some testing programs be included.

Ashbaugh, E. J. "An Unsolved Problem in Spelling." XIV (Jan. 1937), 17, 24.

Suggests some factors in answer to the "unsolved problem": What makes a word difficult to spell?

Babcock, Mildred D. "New Words." XVII (Feb. 1940), 81-82, 87.

Describes a method to build vocabularies in order to develop creative writing.

Beard, Elizabeth. "Suggestions for Improved Spelling in Grade Five." XVII (Feb. 1940), 83-87.

Describes a study of two 5th grade groups. Indicates that spelling failure is due to faulty word image. Discusses ways to improve the teaching of spelling.

Betts, Emmett Albert. "A Study of the Vocabularies of First Grade Basal Readers." XVI (Feb. 1939), 65-69, 73.

Reports preliminary findings of one section of a major study conducted by the Reading Clinic staff at Pennsylvania State College; deals specifically with the vocabulary count of the preprimers, primers, and 1st grade readers of 13 basal reading series.

Blake, Howard E. "Studying Spelling Independently." XXXVII (Jan. 1960), 29-32.

Calls for a multimethod approach to teaching spelling with independent study taking a major place in a student's learning how to spell.

Blitz, Theodore F. "An Experiment in Individualized Spelling." XXXI (Nov. 1954), 403-407.

Presents an individualized spelling program in an effort to meet the spelling needs of boys and girls; describes various study technics that can be used.

Bonney, Margaret K. "Sound and Sense in Spelling." XLII (Mar. 1965), 243-246.

States that children learn to spell because they follow regular patterns. Spelling of words can be divided into four categories: (1) regular spellings; (2) spellings where the patterns aren't as frequent and there are irregularities; (3) irregular patterns which do pretty much as they please; and (4) solecisms. Maintains that spelling should begin with the regular words and lead to generalizations.

Bradley, Martha H.; Cahill, Loretta A.; and Tate, Harry L. "Acquisition of a Reading Vocabulary." XVIII (Jan. 1941), 19-21, 32.

Reports the results of a 3rd and 4th series of vocabulary experiments conducted in an attempt to isolate and measure the influence of different factors that enter into vocabulary building.

Breed, Frederick S. "Adult Patterns for Children's Clothes." V (Feb. 1928), 43-45, 54.

Discusses the compilation of children's word lists and the debate surrounding the subject of vocabulary. Proponents of spelling lists feel that the words children use in normal discourse should be used rather than those taken from adult lists.

Breed, Frederick S. "New-Type Spelling Tests." VII (Mar. 1930), 54-56.

Presents two new tests to be used by the classroom teacher in spelling, namely the error correction test and the multiple choice test. Describes validity of these tests.

Breed, Frederick S. "Present Trends in the Teaching of Spelling." VIII (Nov. 1931), 218-219, 232.

Presents ungraded spelling lists and suggests methods of teaching spelling.

Breed, Frederick S. "The Words to Be Taught in Spelling." IV (Apr. 1927), 97-101.

Lists assumptions that are made when selecting spelling words and emphasizes the importance of selecting words appropriate to a grade level.

Bremer, Neville H. "Helping Pupils toward Self-Motivation in Learning to Spell and Write." XLII (Feb. 1965), 128-130, 158.

Points out that a teacher should use a variety of learning experiences to motivate a child. Lists activities effective in motivating accurate spelling.

Bremer, Neville H. "Ways to Improve Spelling in the Elementary Grades." XXXVIII (May 1961), 301-306.

Includes *do's* and *don'ts* in the teaching of spelling with suggestions for a variety of activities which could be useful in improving spelling instruction.

Brittain, Frances J., and Fitzgerald, James A. "The Vocabulary and Spelling Errors of Second-Grade Children's Themes." XIX (Feb. 1942), 43-50.

Reports the findings of Brittain, who tried to find the most commonly used words in theme writing of 2nd grade children and to show the words which were misspelled most frequently. Provides tables consisting of the words with the number of misspellings for each word.

Brumbaugh, Florence. "The Comics and Children's Vocabularies." XVI (Feb. 1939), 63-64.

Presents evidence that children are familiar with the comic strips and regard

them as humorous. The effect of them upon the written English of children between the ages of 8 and 13 was shown when 800 children in grades 3 to 6 inclusive in the public schools of New York City were asked to draw a funny picture. The drawings were similar to those of the cartoonists: the style was primitive; and when the picture would not suffice the approved method of inserting the balloon was used.

Campanole, Eugene A. "Survey of Methods in the Teaching of Spelling." XXXIX (May 1962), 446-455.

Presents research findings concerning many methods used in teaching spelling. Lists 3 conclusions.

Capron, Clara Hunter. "Improving Instruction in Spelling." XV (Feb. 1938), 43-51, 75.

Explains various causes for spelling difficulty: physical, intellectual, emotional, and instructional. Advocates the use of a limited number of rules to be learned inductively by the students and the use of variations of the spelling program.

Chase, Sara E. "Descriptive Adjectives in Children's Vocabularies." XIV (Jan. 1937), 11-16, 29.

Discusses 4th, 5th, and 6th grade descriptive writing, noting especially the lack of specific details and vivid adjectives.

Clapp, Frank L., and Young, Robert. "A Self-Marking English Form Test." V (Dec. 1928), 305-306.

Illustrates a test devised so that the answer of the pupil is automatically right or wrong, thereby saving time for the teacher and eliminating the chance of error in scoring.

Cody, Sherwin. "A New Way to Teach Spelling." V (June 1928), 186-190.

Discusses a 5-teacher experiment on 3 methods of eliminating misspelling from compositions.

Colvin, Cynthia M. "A Re-Examination of the Vocabulary Question." XXVIII (Oct. 1951), 350-356.

Reviews studies of size of children's vocabularies pointing out the inequality of children's speaking, reading, writing, and spelling vocabularies, and establishes some criteria for judging word knowledge, among them the ability to (1) define a word, (2) use the word correctly in a sentence, (3) recognize an illustration of the word, (4) illustrate the word by describing a situation, and (5) choose the meaning of a word from several definitions.

Cooper, Jane Wilcox. "Developing Spelling Ability through Individual Vocabularies." XXVIII (May 1951), 286-289.

Contends that more attention can be given to individual vocabulary differences through a spelling program than through a reading program. This would be done through writing, permitting a great amount of freedom. The child would learn the words which he desires and needs to use in his writing. If the teacher is aware of individual needs, she can avoid ability level grouping. Spelling is influenced by (1) reading, (2) word-analysis, (3) writing, (4) accurate mental imagery, all lifelong processes.

Cunningham, Ruth A. "Vocabulary Growth in Intermediate Grades." XI (May 1934), 130-132.

Describes a report on successful activities and practices used in promoting vocabulary growth. Advocates individualized instruction and organized grade activities. Lists 3 essentials of vocabulary growth.

Dale, Edgar. "Vocabulary Development of the Underprivileged Child." XLII (Nov. 1965), 778-786.

Discusses the reasons why the underprivileged child lacks a good vocabulary: he lacks perceptual experiences, sustained auditory span, perseverance toward distant goals.

Dale, Edgar. "Vocabulary Measurement: Techniques and Major Findings." XLII (Dec. 1965), 895-901, 948.

Discusses research in vocabulary development and interpretation of findings. States that experience is necessary to aid vocabulary development, and labeling and filing these experiences are necessary factors in making them flexible and available under many and varied conditions.

Dawson, Mildred. "Interdependent, and Interhelpful." XXX (Nov. 1953), 454-455.

Urges that learning spelling informally in the 2nd grade is as helpful to the student as it was in the 1st grade. Focuses on reading as one of the chief sources of information and opinions which pupils share as they speak and write.

Delacato, Carl H. "A Comparison of Two Methods of Teaching Spelling." XXIX (Jan. 1952), 26-30.
Describes an experiment involving 4th and 5th grade students which compared two methods of spelling instruction—a formal method including workbook activity, much drill on separate lists of words, some creative writing, and weekly spelling tests, and an experimental method omitting workbook activity, drawing spelling words from children's experience, spending some time on drill, much time on creative writing, and testing only after completing social studies units. Both methods produced the same average scores on a Stanford test. Poor readers did better using the formal method; good readers did better using the experimental method. The experimental method fostered a better attitude toward spelling on the part of all children.

Delacato, Carl H. "Spelling—A Five Year Study." XXXII (May 1955), 296-298.
Reports on two studies of spelling approaches in which formal-informal and formal-intensive methods are compared.

Delacato, Carl H., and Moyer, S. Richard. "Can We Teach Word Meaning?" XXX (Feb. 1953), 102-106.
Stresses the denotative and connotative uses of word meanings to insure children's understanding of words.

Delaney, Arthur A. "An Activity for Enriching Spelling Lessons." XXXVIII (Oct. 1961), 382-383.
Explains a game activity for teaching a spelling list in a classroom.

DeMay, Amy J. " 'Said,' the Lazy Writer's Word." XXX (Feb. 1953), 96-99.
Appeals to writers to use substitutes for the word "said" and supplies a 376-word list of effective substitutes.

Denslow, Orriene D. "Vocabulary and Sentence Study of Eight First Grade Science Books." XXXVIII (Nov. 1961), 487-490.
Demonstrates that textbooks for a certain subject and grade level may vary in difficulty one from another.

Devine, Verna C., and Gulten, C. E. "Pretesting and Spelling Ability." IV (Apr. 1927), 117-121.
Presents experimental data in which two methods were used in a pretesting situation in spelling and the results that were obtained.

Dickson, Belle. "The Vocabulary and Good Speech Habits." IX (Jan. 1932), 20-21, 24.
Emphasizes vocabulary improvement as an important part of the language arts requirements.

Dolch, E. W. "How Much Word Knowledge Do Children Bring to Grade One?" XIII (May 1936), 177-183.
Lists 4 principles used in guiding a research on word knowledge of 1st graders and 7 problems involved in this research. The author discovered that 2,703 words made up a beginner's vocabulary.

Dolch, E. W. "Needed Vocabulary." XXXVII (Dec. 1960), 530-534.
States belief that children learning to read need some type of controlled vocabulary for their reading matter. Compiles lists of 684 necessary words and 315 "permitted words"—words which occur only once in the 15 books studied.

Dolch, E. W. "Side Lights on a Combined Word List. XIV (Jan. 1937), 22-24.
Explains the word list and gives the yearly increase in vocabulary words of an average child until 8th grade.

Dolch, E. W. "The Vocabularies of Teaching Units." XVI (Feb. 1939), 43-46, 57.
Describes author's study of vocabulary which was developed from the activities and learning in child-experience centered curricula. Each unit served as a gathering point for experiences which were related, and each became a kind of vocabulary center.

Dolch, E. W. "Vocabulary Development." XXX (Feb. 1953), 70-75.
Deals with two forms of vocabulary development (accumulating vocabulary by memorization and by increasing experience)

and explains how their combined methods may result in the use of new words or synonyms.

Dolch, E. W. "Vocabulary Study by 'Fields of Interest'." XXXII (May 1955), 283-288.

Discusses vocabulary studies of age and grade level accomplishments but favors, instead, a field of interest vocabulary assessment.

Dolch, E. W., and Seashore, R. H. "Implications of the Seashore Vocabulary Report." XXVI (Nov. 1949), 407-413.

Dolch poses certain fundamental questions regarding the controversial report: (1) What kind of vocabulary growth does this report give us indication of? The answer is, it gives none. (2) Do the figures stated in the report "check with actual experience with children"? The answer is, they do not. In reply, Seashore observes that the questions raised by Dolch seem to hinge upon the following point: Was it better to use the best available research procedure which was feasible at the time and to clearly state just what was done and indicate its limitations, or should we have postponed any study until all the alternate forms and twelve years of testing were completed?

Durrell, Donald D., and Sullivan, Helen Blair. "Vocabulary Instruction in Intermediate Grades." (1) XV (Apr. 1938), 138-146, 160; (2) XV (May 1938), 185-198.

Includes vocabulary lists for grades 4-6 drawn from 7 books for each grade, and describes vocabulary instruction and transfer of skills.

Eisman, Edward. "Individualizing Spelling." XXXIX (May 1962), 478-480.

Discusses the problem of teaching 30 or more pupils at individual rates of learning. Conclusion after an experimental study was that while the results favored the individualized program, the evaluation program is still in the initial phase. Procedures, method of instruction, and results were based on the California Test of Mental Maturity, 1957 Edition.

Eisman, Edward. "Individualizing Spelling: Second Report." XL (May 1963), 529, 530.

Reports on a study which revealed that individualized spelling instruction was more effective than group instruction.

Falk, Ethel Mabie. "Vocabulary Readiness." XXVII (Mar. 1950), 182-188.

Concludes from vocabulary studies that (1) the estimate of vocabulary size reveals little about actual words known; (2) pupil variations may be great within a class; (3) no study can reveal the potential vocabulary of a child in a stimulating environment; (4) teacher selection of reading materials and procedures in beginning reading should depend on the size and quality of vocabularies of her children.

Farrar, Joe. "Are Spelling Needs Local?" VII (June 1930), 143-145.

Compares words used in local correspondence between the southern part of the country and other regions. Concludes that the difference is so slight as to be of little value.

Fink, David R., Jr., and Hogan, Nancy. "A Novel Spelling Plan: From Originator to Classroom." XLII (Feb. 1965), 131-133, 155.

Discusses a new approach to spelling which lets a child progress at his own rate.

Fitzgerald, James A. "An Integrating Basic Communication Vocabulary." XL (Mar. 1963), 283-289.

Lists an integrating vocabulary of 644 words for listening, speaking, reading, writing, spelling, and handwriting to be utilized in communication and basic vocabulary development.

Fitzgerald, James A. "The Teaching of Spelling." XXX (Feb. 1953), 79-85.

Presents a method for helping children learn to spell words. Discusses relative merits of "test-study" versus "study-test" procedures.

Fleisch, Marian. "Pictures Help Vocabulary Growth." XXII (Dec. 1945), 317-320.

Discusses a year-long project of a 4th grade teacher to help and foster vocabulary growth in her pupils; it involved the use of pictures to call forth descriptive words to be used in original paragraphs.

Foley, Louis. "An Intimate Glimpse of Grammar." XIX (Mar. 1942), 105-108.

Shows language as a system, as illustrated by word endings. Exceptions to the spelling rules are merely old speech-ways; e.g., *ly* used to be an adjective ending before it became an adverb ending.

Foley, Louis. "Plain Anglo-Saxon." XVIII (Mar. 1941), 103-105.

Argues about derivations of words from Latin and French in response to an article in a national magazine about the naming of Soldiers' Field in Chicago.

Fox, Gladys M. "Are You Enriching Your Pupils' Vocabulary?" XV (Feb. 1938), 52-54.

Discusses the value of a wide vocabulary and suggests that the teacher use real and vicarious experiences to help the child achieve it. Also suggests other ways to develop verbal ability.

Fry, Edward. "Teaching a Basic Reading Vocabulary." XXXVII (Jan. 1960), 38-42.

Encourages an approach to reading that would teach a basic vocabulary of 300 words most frequently encountered in basic texts.

Furness, Edna Lue. "Some Do's and Do Not's for Spelling." XXXI (Nov. 1954), 407-409.

Lists 3 essential phases in a spelling program: physiological, psychological, instructional. Discusses some *do's* and *don'ts* that will help thinking them through.

Furness, Edna Lue. "Teaching Procedures for Spelling Disabilities." XXXI (Mar. 1954), 158-162, 172.

Lists 5 objectives of good spelling, comments on source of spelling difficulties in English, and advocates phonics as essential to good spelling.

Garver, F. M. "Children's Writing Vocabularies as Bases for Spelling Lists." XVI (Feb. 1939), 47-49.

Reports the author's attempt to determine what words belong in a 2nd grade spelling list.

Gates, Arthur I. "Recent Experimental Attacks upon Certain Spelling Problems." XIV (Jan. 1937), 6-10.

Discusses the spelling studies conducted by the author and his students.

Gildemeister, Theda. "A Suggestion for Scientific Experimentation in a Method of Teaching Spelling." IV (Apr. 1927), 108-112, 132.

Describes a process which the author calls the "thought method" of teaching spelling.

Gillett, Norma. "Insuring Spelling Correctness in Written Composition." XV (Feb. 1938), 55-56.

Discusses various ways of preventing spelling disabilities.

Gilstrap, Robert. "Development of Independent Spelling Skills in the Intermediate Grades." XXXIX (May 1962), 481-483, 485.

Supports the present trend to teach spelling by the individual approach. Quotes Ruth Strickland of Indiana University, who believes that children who learn easily will discard unneeded steps in learning to spell. Cites other specialists also. All experts conclude that there is no one satisfactory method for independent word study for all children, but there is one satisfactory technic for each child.

Gray, William S. "The Development of Meaning Vocabularies with Special Reference to Reading." XVII (Feb. 1940), 71-76.

Discusses the development and importance of a meaning vocabulary as a major educational achievement. Explores what is known about the nature and sources of meaning.

Groff, Patrick J. "Visual and Auditory Perception Training and Spelling Achievement." XLII (Feb. 1965), 163-164, 168.

Tells of a study made using the book, *Developing Spelling Power* by Russell, Murphy, and Durrell, which attempts to develop the power of listening, observation, and acuity of word perception. Conclusion: the area needs further investigation.

Grothe, Barbara. "A Study of Spelling Conscience." XLIII (Nov. 1966), 774-776, 784.

Discusses spelling conscience (concern for spelling errors or desire to spell better).

Grundlach, Lucy. "Overworked Words: A Vocabulary Project." IV (Sept. 1927), 204-208, 215.

Describes an 8th grade vocabulary project in which the students compiled a list of "overworked" words and a list of synonyms that could be used to replace the less original words.

Guilfoile, Elizabeth. "Planning the Spelling Program." XX (Jan. 1943), 13-15.

Contends that learning procedures in spelling should be guided by 3 basic considerations: (1) the child should learn the words that he needs, when he needs them; (2) his uses for words should be determined by his real uses for writing; (3) genuine occasions and opportunities for writing grow only out of vital activities and experiences. Compares 3 classroom procedures of spelling instruction.

Hahn, W. P. "How to Learn to Spell a Word in Eight Minutes." XL (May 1963), 533-534.

Argues for less emphasis on spelling drill and more teaching of spelling through reading and writing activities in which words are learned in a meaningful context.

Hall, Norman. "Individualize Your Spelling Instruction." XXXIX (May 1962), 476-477.

Describes an additional step for a pupil to use after correction of test words, i.e., (1) marking out letter or letters missed in a given word, (2) writing correct letter or letters above the marked out letters, and (3) rewriting correct word to the side of the originally misspelled word. Offers valuable aid to the teacher for locating difficulties of individual children.

Hammerman, Donald R. "Vitalizing Vocabulary." XXXI (Apr. 1954), 208-209.

Encourages children to use their own mentality to develop and enlarge their vocabulary. Technics include the use of both teacher and pupil selection of new vocabulary words, audiovisual materials in developing meaningful vocabularies, and poems or stories told in class for appreciation.

Handlan, Bertha. "Vocabulary Development." XXIII (Dec. 1946), 350-357.

Maintains that, though some teachers teach vocabulary through drill and others feel that a student's reaction to a word gives it the final meaning, the realistic teacher helps the child see that the words have the meaning suggested by the writer's experience and intention. Since even simple words may have multiple meanings, the reasonable meaning must be determined by the total environment of the word. In developing adequate vocabularies, the teacher should teach students independence in attacking unfamiliar words and teach them the shifts in meaning, metaphorical language, and connotations.

Negates some faulty methods of teaching language arts: (1) Students should not sacrifice truth for color, or validity of experience for vividness by using flowery words that aren't appropriate. (2) Methods of teaching language, grammar, and composition should not be taught so rigidly that they do not allow for flexibility. (3) Lists of words should not be taught. Out of context, the effort is largely wasted. (4) Language arts should be an integrated program and not several different subjects.

Hanna, Paul R.; Hanna, Jean S.; Hodges, Richard E.; and Rudorf, E. Hugh. "Linguistic Cues for Spelling Improvement." XLIV (Dec. 1967), 862-865.

Explores exhaustively a series of relationships basic to the encoding of the English language, involving a detailed statistical analysis of more than 17,000 different American English words. Major purpose of the research was to account for the phoneme-grapheme correspondences in these words and to analyze the phonological structure underlying the orthography.

Hanna, Paul R., and Hodges, Richard E. "Spelling and Communications Theory." XL (May 1963), 483-505, 528.

Discusses factors involved in the spelling process, with a bibliography of spelling literature.

Hart, Murlee. "How Do You Serve Your Spelling Drill?" XXXVII (Apr. 1960), 238-239.

Describes several games to lend variety to spelling drill.

Herzberg, Max J. "Opportunities in Word Study." IX (Mar. 1932), 61-62.

Reviews tendencies of English teachers to continue to embrace certain principles involving construction and usage, and advocates practices among teachers which would arouse linguistic inquisitiveness among pupils.

Hesse, Elizabeth. "Guiding Vocabulary Development in the Kindergarten." XVII (Feb. 1940), 68-70, 80.

Discusses a study to determine factors which contribute to the growth of vocabulary of kindergarten children.

Hildreth, Gertrude. "New Light on the Spelling Problem." XXV (Apr. 1948), 201-207.

Compares the studies of spelling lists done by L. P. Ayres in 1915 and H. D. Rinsland in 1945. Records the implications.

Hill, Ina H. "Diagnosis of Spelling Difficulties." I (Nov. 1924), 225-230.

Describes a method of diagnosing spelling difficulties to help the student know where to concentrate his efforts in improving his spelling. Describes the spelling test given to the students and shows in tables the ways each child misspelled words, the ways certain words were missed, the spelling coefficient of each child, and a grouping of students on basis of spelling difficulties. The spelling diagnoses of two of the students were given.

Hobbs, Valine. "The Dictionary as a Spelling Aid." XV (Nov. 1938), 268-269.

Refers to the use of a 15-minute-per-day dictionary drill in a 4th grade class because spelling problems most often motivated students to use the dictionary on their own.

Hodges, Richard E. "The Psychological Basis of Spelling." XLII (Oct. 1965), 629-635.

Presents a revision of the current teaching of spelling practices in view of new evidence from linguistic studies of orthography, neuropsychological research, and psychological investigations.

Hodges, Richard E., and Rudorf, E. Hugh. "Searching Linguistics for Cues for the Teaching of Spelling." XLII (May 1965), 527-533.

Describes a study conducted at Stanford University of phonological relationship; relationship between phonemes, sounds, and graphemes; letter representations of sounds in over 17,000 words. Consistency of relationship between phoneme and grapheme was found to exist in at least 8,300 of these words which could be learned by applying linguistic principles. Other words can be mastered only through eye and hand learning methods. Suggests the teaching of etymology of words at the elementary level.

Hoffman, James D. "A Non-Discriminatory Spelling Game." XXXVII (Apr. 1960), 240-242.

Describes a game of spelling baseball which is similar to a spelling bee but does not discriminate between good and poor spellers to such an extent as both are equally likely to draw an "out" card forcing them to sit down without even a chance to spell; words of graduated difficulty accompany "base hits" and "home runs."

Hollingsworth, Paul M. "Spelling Lists—Outdated?" XLII (Feb. 1965), 151-152, 188.

Tells of a study of "letters to the editor" to discover the words most commonly used by adults, for the purpose of determining if word lists are outdated. Concludes that they are not.

Holmes, Eleanor. "Vocabulary Instruction and Reading." XI (Apr. 1934), 103-105, 110.

Describes two methods of expanding vocabulary. Prefers the direct teaching method to independent reading without supervised instruction.

Horn, Ernest. "The Incidental Teaching of Spelling." XIV (Jan. 1937), 3-5, 21.

Discusses incidental learning, and suggests that words which can be learned incidentally may be left out of spelling lessons.

Horn, Ernest. "The Rationalization of Spelling." VII (Mar. 1930), 51-53, 79.

Points up the difficulties in spelling phonetically. Describes 4 spelling rules that can justifiably be taught since they pertain to a large number of words with few exceptions.

Horn, Ernest. "Uses of the Ten Thousand Words Commonest Words [sic] in Writing." IV (June 1927), 167-171.

Summarizes the vocabulary content of 26 types of business letters, personal letters, letters of 8 noted English writers and 8 noted American writers, as well as excuses written by parents for teachers. A basic vocabulary of 36,000 words was found from the total of five million running words. Needs in language arts teaching were found for (1) improved teaching of spelling; (2) improved dictionaries; (3) better language teaching to foreigners; (4) research basis for general curriculum content; and (5) further research.

Horn, Ernest. "The Validity and Reliability of Adult Vocabulary Lists." XVI (Apr. 1939), 129-134, 138.

Points out a concern with the evaluation of adult vocabulary lists. Considers 3 criteria for the evaluation of such lists: pertinence to daily activities, wide geographical distribution, and permanency.

Horn, Thomas D. "That Straw Man: The Spelling List." XXIX (May 1952), 265-267.

Advocates that individual needs as well as the basic lists should be considered in teaching spelling.

Jacobs, Leland B. "Helping Children Understand Name-calling." XXX (Oct. 1953), 337-340.

Suggests that each child should be helped toward a more natural level of sensitivity in using his extended vocabulary so that his highest potential in language development is not neglected. Discusses how children should be taught to see that some name-calling is acceptable and constructive, while some is harmful and destructive. Word sensitivity can aid democratic behavior and personal effectiveness.

Jacobs, Leland B. "Teaching Children More about Words and Their Ways." XLI (Jan. 1964), 30-34, 94.

Stresses the importance of children's gaining knowledge about words, and presents teachable ideas about words.

Johnson, Eric. "Building the Writing Vocabulary." XL (Jan. 1963), 85-87.

Discusses the comparative importance of vocabularies: spelling and writing vocabularies are less significant than speaking and reading vocabularies.

Johnson, Glenn R. "A Core Vocabulary Study in the Elementary Grades." XXXIX (May 1962), 470-473.

Recalls a study of the reading vocabulary of 7 series of basic readers grades 1-6. Lists words believed to be core vocabulary used in reading for each grade level. Makes necessary recommendations and determines the overlap.

Johnson, Mary E. "The Vocabulary Difficulty of Content Subjects in Grade Five." XXIX (May 1952), 277-280.

Reports results of a test to determine comprehension of meaning of words in content subjects. Results indicated that a word enrichment program is needed to help 5th grade pupils better understand textbook vocabularies.

Josephina, Sister, C.S.J. "Developing Spelling Skills." XXXII (Mar. 1955), 164-166.

Emphasizes the importance of listening, looking, and evaluating in developing spelling skills.

Josephina, Sister, C.S.J. "Spelling Achievement of Above-Average Pupils." XL (Oct. 1963), 608-610, 663.

Reports a study of the spelling competence of the gifted. Found that spelling must be taught formally and that drill is necessary as well as more emphasis on word meaning and the use of multiple meanings of words.

Joy, Joan, and Potter, Marilyn. "Dictionopolis." XLI (Apr. 1964), 351-361.

Summarizes how a year's program in developing word power for the intermediate grades makes language seem alive, meaningful, and useful. This new approach for building vocabulary was tried with success in California's Castro Valley.

Kay, Marjorie E. "The Effect of Errors in Pronunciation upon Spelling." VII (Mar. 1930), 64-66.

Deals with the problem of how incorrect pronunciation affects spelling, and how correcting the pronunciation may lessen the number of spelling errors.

Kelley, Alice. "A Spelling Procedure with Social Values." (1) I (Mar. 1924), 25-28; (2) I (May 1924), 101-107.

Two articles describe ability grouping for spelling activities for social values, thus permitting pupils to move from group to group with pupils of like abilities. Included are illustrations of a pupil's book, study paper, test papers, and record card.

Kelley, Victor H. "Techniques for Testing Word Meaning Knowledge." IX (Apr. 1932), 102-105.

Discusses difficulty in measuring word meaning. Urges better measuring devices or more accurate testing procedures.

Knudson, Rozanne. "What to Do until the Teaching Machine Comes; Or, Temporary Rx for Seventh Grade Vocabularies." XLI (Feb. 1964), 156-157, 164.

Because experts and researchers have found no one best way for dealing with vocabulary, the author suggests one basic key to successful vocabulary work: an interest in words must be kept going at all times rather than merely during the vocabulary lesson itself.

Lake, Mary Louise. "First Aid for Vocabularies." XLIV (Nov. 1967), 783-784.

Suggests upper middle grade activities in language arts which center on vocabulary growth and development.

La Rue, Daniel Wolford. "The Shortest Way to the Mastery of Words." IV (Apr. 1927), 105-107.

Discusses a 5-step approach to mastery of spelling words, coordinating voice, eyes, and hands. Discusses penmanship and the use of a typewriter.

Lee, Dorris May and J. Murray. "Spelling Needs a Teacher." XXIII (May 1946), 203-206.

Sets forth important principles to use in the teaching of spelling. Includes numerous specific suggestions for incorporating these principles into a spelling program.

Leifeste, Bertha Victoria. "Developing Vocabulary in a Second Grade." XI (May 1934), 133-134, 138.

Maintains it is the responsibility of the teacher to help each 2nd grader develop a pleasing, ready, and fluent vocabulary. Allowing freedom of expression, providing a variety of learning experiences, giving concrete examples, and providing opportunities to explore the meanings of individual words are all necessary.

Lester, Mark. "Graphemic-Phonemic Correspondences as the Basis for Teaching Spelling." XLI (Nov. 1964), 748-752.

Describes two problems, that of learning English as a second language and how it is related to learning English as a first language, and American children's problems in learning spelling as opposed to foreign students' problems in learning to spell words. Foreign students have difficulty in low frequency, high regularity words; with American children, the opposite is true. In making spelling rules for teaching materials for the American child, one must strike a balance between the number and complexity of the rules and the regularity. For foreign students, a balance is impossible except on an individual basis.

Lobdell, Lawrence O. "Let's Update Word Lists." XLII (Feb. 1965), 156-158.

Lists 3 shortcomings of word lists: (1) they are dated; (2) they limit vocabulary development; (3) they come from narrowly confined sources. Suggests feasible approach for improving a child's vocabulary.

Logan, Conrad T. "Noah Webster's Influence on American Spelling." XIV (Jan. 1937), 18-21.

Relates how Noah Webster tried to persuade university professors, printers, and his general reading public to help in spelling reform, to establish a simplified "American" spelling system, distinguished from the British spelling.

Lord, F. E. "Curricular Validity of the Stanford Achievement Dictation Test." VIII (May 1931), 113-116.

Appraises the curricular validity of the Stanford Achievement Dictation Tests, Forms A and W. Concludes that these two forms contained far too many words that lacked the support of scientific curriculum-making principles and therefore lacked curricular validity.

Lorenz, Elsie L. "The Writing Vocabulary of Third Grade Children." VIII (Jan. 1931), 21-22, 24.

Relates a study of vocabulary of 3rd graders' written work. Many of the 2,915 words used occurred in lists given in Thorndike's *The Teacher's Word Book* and Horn's *A Basic Writing Vocabulary*. Includes a list of 355 words most frequently used by 3rd grade children.

Lorge, Irving. "Predicting Reading Difficulty of Selections for Children." XVI (Oct. 1939), 229-233.

Considers vocabulary the most important criterion in judging readability of books for evaluation purposes. The following items ought to be identified in judging readability of books: (1) size of vocabulary, (2) number of new words, (3) number of personal pronouns, (4) number of prepositional phrases, and (5) frequency of occurrence of words and phrases.

Loyola, Sister M., S.C.L. "A Stand-up Spell Down." XXXIII (Mar. 1956), 162-163.

Discusses the purpose of a spell down, its rules and regulations, and the value of a spell down in the classroom.

Lyons, Mary Frances. "Teaching Good Usage in the Kindergarten." XIV (Mar. 1937), 96-100.

Discusses factors relating to reading readiness during a child's early years: background of conversation, literature, games, sentences, attention span. Lists devices to use in kindergarten to build vocabulary and thus develop a readiness for reading.

McCowen, Annie M. "Professional Preparation for Teaching Spelling." VII (June 1930), 139-142.

Analyzes spelling methods courses offered in 23 teachers colleges and normal schools. Although most schools acquaint students with results of research, they do not provide enough practice teaching, demonstration lessons, and instruction in diagnostic and remedial spelling.

McCullough, Constance M. "Learning to Use Context Clues." XX (Apr. 1943), 140-143.

Discusses how different people react when they encounter unfamiliar words, describes a study of high school and graduate students, and concludes that students need to develop larger vocabularies.

McGovney, Margarita. "Spelling Deficiency in Children of Superior General Ability." VII (June 1930), 146-148.

Describes a study of children with an IQ of 110 or over selected by the State University of Iowa. *Occasionally* these children have difficulty with spelling. Consistently poor spellers fall below standards in writing, phonics, analysis, recognition of words, remembering visual symbols, and associating spoken words with printed wordlike characters.

McIntire, Alta. "Spelling Can Be Fun." XXII (Nov. 1945), 271-272, 280.

Suggests possible activities to be used in the classroom to make spelling more fun—spelling games, phonetic exercises, student's own vocabulary list which he continuously adds to, etc.

McIntire, Alta, and Hampton, H. L. "Spelling Readiness: A Challenge." XXI (Jan. 1944), 24-25.

Pleads for spelling readiness through the middle grades as a teaching technic. Careful preparation of the student and analysis of his types of errors will help his improvement.

McKee, Paul. "Word Lists and Vocabulary Difficulty in Reading Matter." XIV (Nov. 1937), 241-245.

Criticizes the mechanical misuse of reading-word lists by authors and publishers even though the lists are useful. The Thorndike list has helped maintain a vocabulary equilibrium in children's books, making it possible for children to get some reading done.

Makey, Herman O. "Giving Spelling Life." XXVII (May 1950), 306-308.

States that the 500 most common words are best learned by observation of these words in reading and by use in writing. Beyond the learning of these words, spelling should be taught by specific rules.

Malone, John R. "The Larger Aspects of Spelling Reform." XXXIX (May 1962), 435-445.

Lists reasons why a "single-sound" alphabet is preferable to the world English and augmented Roman alphabets as a general reform. Examples: alfabet, kat, kup.

Marie, Sister Evangelist. "A Study of Teaching Rules in Spelling." XL (Oct. 1963), 602-604, 647.

Discusses a study of the values of using rules in teaching spelling. Believes that the development of meaning is the important factor and should be given much emphasis in a spelling program.

Mast, Edward. "Functional Vocabulary in Eighth Grade Science." XXXIII (Feb. 1956), 86-88.

Describes a lesson whose goal was to develop precision in use of scientific terms.

Masters, Harry V. "Possible Value of Four Spelling Rules." V (Sept. 1928), 212-219.

Describes how 4 spelling rules helped students to learn 268 of the most difficult common words.

Masters, Harry V. "A Study of Errors in Common Difficult Words: An Investigation to Determine the Types and Causes of Spelling Errors." IV (Apr. 1927), 113-116.

Discusses a study made of the misspelling of common difficult words at the 8th, 12th, and 16th grade levels.

Mazurkiewicz, Albert J., and Lamana, Peter A. "Spelling Achievement Following i/t/a Instruction." XLIII (Nov. 1966), 759-761.

Deals with results of tests of spelling ability of i.t.a. (Initial Teaching Alphabet) and T.O. (traditional orthography) taught children. T.O. taught children tested in their second year of school have no advantage over the others.

Moscrip, Ruth. "Meeting Individual Differences in Spelling Ability." IV (June 1927), 172-173, 175.

Suggests that spelling difficulties can often be traced to a student's inability to determine the syllables of words. Students with this difficulty are given special help while students who are able to spell better are allowed to work independently on projects that are related to spelling in proportion to the students' difficulty with spelling.

Nair, Bertha Virginia. "Means of Developing Word Consciousness." XI (May 1934), 125-129, 146.

Observes a lack of interest in words, indifference to the importance of words, and even laziness on the part of instructors and pupils. Points out findings that high school and early college failures are sometimes the result of inadequate vocabulary. Suggests opportunities and methods to assist the teacher who wants to improve vocabulary growth. for himself and his students.

Nolde, Ellenjarde. "Spelling–Knowledge and Skill." XXIII (Apr. 1946), 170-174.

Discusses difficulties encountered in the teaching of spelling. Suggests practice in writing words in context rather than isolation. Cites phonetics, verbalized characteristics, and dictionary use as further helps in spelling mastery.

Nolte, Karl F. "Simplification of Vocabulary and Comprehension in Reading." XIV (Apr. 1937), 119-124, 146.

Describes an experimental study to determine the difference in comprehension in material that had been simplified from its original form. Shows that a child can pick up facts and comprehend meaning though he's unfamiliar with some words.

O'Leary, Helen F. "Vocabulary Presentation and Enrichment." XLI (Oct. 1964), 613-615.

Presents methods of introducing vocabulary by attaching importance to and cultivating enthusiasm for word presentation: (1) choose 4 or 5 magazine pictures which suggest or describe one adjective, such as "happy" or "large"; (2) tell a story of some famous person who typifies the meaning of an abstract word; (3) make a chart which demonstrates the use of a word in several single sentences, then discuss the sentences and ask for synonyms which suggest the same meaning; (4) in the upper grades, introduce words by contrast, through the use of antonyms.

Oliver, Marvin E. "Initial Perception of Word Forms." XLIV (Apr. 1967), 383-385.

Maintains that the beginning reader can be taught readiness for initial perception of word forms. Asserts that children should be able to discuss similarities in words by themselves; once a child has successfully perceived a word, he will not forget it.

O'Reilly, Robert C. "Phonics and Spelling." XLII (Feb. 1965), 126-127, 210.

Reports the author's analysis of current spelling texts to see how much phonics is used.

Osburn, W. J. "What Next in Reading?" XVI (Apr. 1939), 142-146.

States that part of the reason for so many poor readers is that children are being driven too rapidly. Feels that a new approach to vocabulary training is needed. Describes a program which involves training in vocabulary and thought relationships.

Palmer, Mary E. "Abilities Possessed by the Good Speller." VII (June 1930), 149-150, 160.

Relates experiment with "Good Spellers" and "Poor Spellers." Results indicate that good spellers excel in tests of phonics, visual perception, and associative learning.

Parke, Margaret B. "A New Look at Spelling." XXXII (Feb. 1955), 101-109.

Describes individual teaching of spelling and activities to provide for grade-level differences. Stimulates different kinds of writing by providing a set of progressively difficult lists.

Parker, Don H.; Walker, Frederic R.; and Parker, Elizabeth C. "Are We Teaching Creative Spelling?" XL (May 1963), 523-528.

Discusses problems in teaching spelling (the transfer of spelling ability on a classroom test to spelling in everyday life is low), with specific recommendations for improvement of instruction.

Pease, Marion O. "Spelling Errors in the Letters of a Seven-Year-Old." XV (Feb. 1938), 57-59.

Compares a letter written by a girl at the age of 7 with one written when she was 8, with meticulous examination of words used, misspellings, etc.

Pease, Marion Ochsner. "Spelling Errors in Social Science Notebooks." XVI (Feb. 1939), 50-52, 62.

Describes the concern of teachers in departmentalized grades of a large city school for the number of spelling errors to be found particularly in the written work of their students in the social science field. Spelling errors were inconsistent. In general, pupils who wrote much spelled more accurately; students who wrote little found spelling a stumbling block.

Peavy, Katherine B. "Modern Spelling Is Integrated." XXIX (May 1952), 262-265.

Deals with improved methods of teaching spelling. Includes correct spelling, understanding of meaning, and use in sentence. Relates spelling to other subjects.

Personke, Carl, and Knight, Lester. "Proofreading and Spelling: A Report and a Program." XLIV (Nov. 1967), 768-774.

Reports a study of 6th grade children in which sufficient evidence was found to warrant further investigation of the effectiveness of specific instruction in proofreading as a regular part of the spelling program.

Personke, Carl, and Yee, Albert H. "A Model for the Analysis of Spelling Behavior." XLIII (Mar. 1966), 278-284.

Discusses the mental processes involved in the act of spelling.

Phillips, Claude Anderson. "Teach-Test-Study Plan in Spelling." VII (June 1930), 155-157.

Lists features of "Teach-Test-Study" plan; it utilizes pronunciation, visualization, and motor activity in writing.

Picozzi, Adelaide. "Spelling Can Be Fun!" XXXVI (Mar. 1959), 178-179.

Describes the author's method of teaching spelling. In September, each child is given a booklet which is a tentative spelling list. Monday: Word list for the week is built. Tuesday: The words are studied one at a time. Wednesday: The children write words in sentences, riddles, paragraphs, or short stories. Thursday: Activities and various games are played. Friday: The words are dictated. Sentences and short stories are written using the words in the list.

Plessas, Gus P., and Petty, Walter T. "The Spelling Plight of the Poor Reader." XXXIX (May 1962), 463-465.

Attempts to bring attention of educators to the needs of poor spellers. Individual differences should be recognized in spelling as well as reading so that each child can achieve at his own level of understanding.

Popofsky, Ruth. "Can We Drive the Demons Out of Spelling?" XXXIX (May 1962), 456-459, 473.

Lists certain words most people misspell. States the problem is not with the whole word but a part of it. Feels we can stress the hard spot in a demon not primarily as a clue to learning but as a key to checking.

Prehm, Hazel. "Developing a Spelling Morale." VIII (Jan. 1931), 10-13.

Describes a spelling study project with 24 4th grade children using 3 methods of attack. Indicates evaluations by individual progress charts as well as class progress charts showing continuous success during 5 weekly tests.

Putnam, Ruth A. "Democracy: Fifth Grade Version." XXIV (Jan. 1947), 40-42.
Describes a vocabulary "lesson" enriched with class activities and experiences. Democracy to the 5th grade class meant "privileges." After two weeks in discussions, readings, etc., the teacher again asked the class to write a definition of democracy. This time most students pointed out that for every "right" there is a corresponding "duty."

Rahja, Jeannette M. "The Written and Spoken Vocabularies of Children." X (Mar. 1933), 74-77.
Investigates the oral and written vocabularies of elementary school children and points to the fact that a reevaluation of spelling lists should be made as a result of the findings that a spoken vocabulary provides a better measure of the child's spelling needs than the best known theme studies.

Riemer, G. C. L. "Power Over Words." XI (May 1934), 123-124, 132.
Contends that successful teaching must be joined to keen perception of word meanings. Vocabulary is essential. The teacher who has power over words can help pupils to develop better vocabulary.

Rinsland, Henry D. "Readiness for Spelling." XXVII (Mar. 1950), 189-191.
Relates that research in spelling readiness suggests that spelling readiness hinges upon the mental and physical maturity of the pupil; that the eye must be trained to move across a word from left to right; that a thorough teaching of phonics as a fundamental is necessary.

Rinsland, Henry D. "Word Meanings in Children's Writings." XXVIII (Apr. 1951), 221-225.
Expounds on the idea that the meanings of words are not to be found in the printed form but in men's minds—that meaning is a mental function. Offers lengthy explanations concerning studies in meanings and uses of these studies and statistics of these findings.

Roberts, Bertha E. "Resumé of Investigations Contributing to Content of Spelling and Its Grading." IV (June 1927), 176-185.
Relates vocabulary development to the language needs of the child. Spelling tests are conducted only with the words that are a part of the child's everyday written vocabulary.

Rudorf, E. Hugh. "Measurement of Spelling Ability." XLII (Dec. 1965), 889-894.
Attempts to answer these questions: What is spelling ability? Why do we measure spelling ability? What are the factors underlying spelling ability? Factors underlying the structure of language are spelling, phonics, and syntax which are all related to the linguistic data. Good spellers utilize phonological cues. The objective of the spelling curriculum is to teach generalizations about the structure of the language and the relationship of this structure to orthography.

Russell, Alice A. Kelley. "A Selected Spelling Bibliography." I (Dec. 1924), 273-275.
Presents a bibliography divided into the following sections: (1) Word lists—Scales—Studies in measurement; (2) Special reference to disability in spelling and diagnosis of difficulties; (3) Classroom procedures.

Russell, Alice Kelley, and a Group of Detroit Teachers. "A Symposium on Methods of Teaching Spelling." IV (Apr. 1927), 122-130.
Papers discuss progressive lessons in spelling, social characteristics revealed in spelling, courses and remedies of misspelling, spelling problems in free writing, and the relation between spelling and handwriting problems.

Rutan, Edward J. "A Meaning Approach to Spelling." XXVII (Feb. 1950), 79-81.
To draw attention to the effect incorrect spelling has on distorting meaning, the author notes the meaning of words in context. Suggests the use of published word lists and pupils' original paragraphs.

Ryan, Calvin T. "Vocabulary Enlargement in the Middle Grades." XII (May 1935), 115-117.

Gives a concise view of the importance of vocabulary development, as well as means of same in the intermediate grades. In these grades, the responsibility for vocabulary development lies with the teacher, who should guide pupils to respect words, to understand as well as to pronounce words. Teachers should develop "word-consciousness" within their pupils.

Salisbury, Ethel I. "The Weekly Spelling List." XXV (Apr. 1948), 208-211, 216.
Raises the question as to who should select the words for the spelling lists, the teacher or the pupils. Gives an example of a form which could be used by children in making their lists and the procedure to follow.

Schottman, Thomas. "Encouraging the Growth of Vocabulary." XXIX (Oct. 1952), 333-335, 355.
Stresses the importance of extending a child's vocabulary especially in intermediate grades. Includes teaching tips.

Schwienher, Lucy M. "Sixth Grade Dictation Material." XV (Jan. 1938), 27-28.
Believes that student-prepared dictation materials would be more interesting than those prepared by the teacher. Feels that experience in the use of everyday words is necessary to gain confidence in writing.

Seegers, J. C., and Seashore, R. H. "How Large Are Children's Vocabularies? A Discussion." XXVI (Apr. 1949), 181-194.
Discusses the size of children's vocabularies as determined through the use of several tests.

Skinner, Blanche. "Spelling—A Part of the Language Arts Program." XXXI (Feb. 1954), 79-81.
Describes the teaching of spelling at the P.K. Yonge Laboratory School at the University of Florida.

Spache, George. "The Selection of Spelling Textbooks." XVII (Feb. 1940), 51-59.
Presents specific criteria for selecting a spelling textbook.

Steel, Eric M. "Password—Perpendicular!" XXXIII (Apr. 1956), 220-221.
Discusses a device used to build up a child's vocabulary. Each day a new word is assigned to the class; every time a student wants a privilege, he must repeat the new password.

Stewart, Jean P. "Vocabulary Building in the Library." IV (Sept. 1927), 216-217.
Tells how library activity can help broaden the student's vocabulary. Students in grades 4 through 8 spent one half hour each week in the library while the librarian read a selection to them and they discussed difficult vocabulary items. Period spent in the library and the subsequent written report helped increase the students' word power.

Stone, Edward. "Words Have Many Meanings." XXXIII (Apr. 1956), 230-231.
Describes an enrichment experience using a linguistic approach to learning new words.

Straub, J. Harold. "An Organismic Approach to Spelling." XIX (Feb. 1942), 55-58.
Using the concept that all development progresses from general to particular, author asserts that spelling is being taught backwards. Suggests that procedure must change, and that meaning should be learned before the word is spelled or written out.

Strickland, Ruth G. "The Development of Vocabulary." XXII (Jan. 1945), 9-12, 35.
Describes the child's vocabulary development, with emphasis on the teacher's role of encouragement.

Swearingen, Mildred. "When Children Make Mistakes in Spelling." XXIX (May 1952), 258-262.
Describes how Sarasota, Florida, teachers conducted a study to find "under what conditions or in what situations does the child care enough to spell correctly."

Thorndike, Edward Lee. "The Value of Word-Counts." XVII (Feb. 1940), 60-62, 67.
Criticizes a committee which worked on counting words instead of spending time discovering relevant facts about words and word-learning.

Tiedt, Sidney W. and Iris M. "Word Play." XLII (Feb. 1965), 189-190, 196.
Describes various methods of promoting interest in word study; such as, keeping a class word file and using word games.

Toohy, Elizabeth. "Learning to Spell Is Learning to See." XXXIX (May 1962), 474-475.

Feels that children can learn to spell if they learn to see, or visualize, the word first. Emphasizes correct mental images instead of spelling rules.

Veto, John M. "Understanding and Meeting Individual Needs in Spelling." XLI (Nov. 1964), 753-754.

Describes the wide span in spelling abilities of children. Some, unaware of visual association involvement in word study technics, learn to spell each word as a separate entity and therefore need extra help in mastering visual perception. Advocates using a pretest to screen out those children who already know the words before they are presented, then individualizing spelling exercises accordingly.

Vigilia, Sister M. "Some Values of Diagnosis in Spelling." III (Feb. 1926), 39-41.

Maintains that spelling cannot be taught unless a teacher uses diagnosis for grouping pupils, analyzes their errors, and explains their errors for individual attention.

Vollbrecht, Dorothy M. "Vocabulary Analysis of Thirteen Second Grade Readers." XXXI (Apr. 1954), 206-207.

Presents the fact that reading materials should be closely analyzed especially when using materials supplementary to the basic reading series. Factors to be considered are (1) the physical character of the book, (2) humor, (3) appeal, (4) the timeliness of the stories, (5) the length and construction of the sentences.

Wardhaugh, Ronald. "Syl-lab-i-ca-tion." XLIII (Nov. 1966), 785-788.

Discusses the arbitrary syllable divisions used by texts and the actual manner in which the syllables appear.

Weary, Carmen. "Vocabulary Growth through Creative Writing." XXXII (Nov. 1955), 441-446.

Presents a plan to encourage children to write creatively, including 5 necessary prerequisites.

Wells, Dorothy P. "Today's Children Can Spell." XXXV (Mar. 1958), 182-184.

Asserts the belief that when children are given the proper motivation and if they are not mentally retarded, all children can spell. Suggests making a "fun game" of spelling and the experience will be more meaningful for children.

Wenzel, Evelyn. "Common Sense in Spelling Instruction." XXV (Dec. 1948), 514-520, 534.

Wants to put thinking back into spelling and suggests spelling should not be a drill, automatic and unthinking.

Willey, Roy DeVerl. "Vocabulary for Arithmetic in the Elementary Grades." XIX (Feb. 1942), 64-66.

Reports a study made to determine what mathematical terms are used in the elementary grades. Gives tables showing which words are used most frequently in the following areas: (1) words which are technical; (2) words relating to time; (3) terms relating to measurement; (4) commercial terms; and (5) terms relating to spatial figures.

Wilson, Louis Ada. "Children's Realistic Vocabulary." XL (Jan. 1963), 37-42, 77.

Presents two lists of words compiled from children's writing vocabulary and compares the lists.

Witherow, Rosanna D. "Spelling Is What You Make It." XXX (May 1953), 273-275.

Discusses one teacher's method of teaching spelling with emphasis on individual spelling needs.

Wolfe, Josephine B. "Step by Step in Spelling." XXXVI (Dec. 1959), 555-558.

Suggests that the class be broken into several groups in spelling so that each group deals with spelling words at its own level of difficulty. Also sets up a weekly schedule to be followed in presenting spelling words to each group.

Yee, Albert H. "The Generalization Controversy on Spelling Instruction." XLIII (Feb. 1966), 154-161, 166.

Discusses the controversy over the use of spellers and particular methods of teaching spelling.

Zeeman, Agnes C. "Words and Teaching." XXXIX (May 1962), 484-485.

Emphasizes the importance of establishing concepts before words. Otherwise words interfere with or even inhibit teaching and cause confusion. Words are only tools and are useless unless attached to valid concepts.

World Literature and Understanding—35

Altstetter, Mabel F. "Jane Andrews: A Pioneer in Internationalism." XIII (May 1936), 165-166, 194.

Tells of a pioneer in American education whose aim was to show that children are alike everywhere. She loved children so well that she opened a small school in her home in Massachusetts and taught children geography through maps and the globe, reading, and other practical skills.

Arndt, C. O. "Background Reading on China." XX (May 1943), 195-199.

Reviews books carefully selected to develop in the reader a deeper understanding of China, its history, culture, and people.

"Around the World in New Books." VIII (Oct. 1931), 201-206.

Bibliography of children's books listed by topics and countries.

Burris, Miriam. "Japan in Children's Fiction." XLII (Jan. 1966), 29-38.

Emphasizes the need for authors to present a realistic picture of other cultures. Children should be able to identify with the children of other countries as to behavior, customs, personalities, problems, and adjustments. Fifty-four Japanese fiction books are listed under headings "exceptional" and misleading."

Davis, Mary Gould. "Children's Books at the International Bureau of Education." XI (June 1934), 162-163.

Explains how 37 countries listed books that were believed representative of their countries' backgrounds to the Department of Children's Literature, a branch of the International Bureau of Education in Geneva, Switzerland, for more centrally located information.

Edman, Marion. "Building Unity within a Community." XXI (May 1944), 179-185.

Describes ways the Detroit public schools built pupils' understanding of cultural differences among people.

Gamble, Helen. "Children's Literature and Pan-American Relations." XVIII (Dec. 1941), 283-287, 290.

Describes attempts to bring North American children a true picture of their Latin American neighbors through books, radio, and motion pictures. Describes attempts at setting up criteria for choosing such materials and the difficulties that have been encountered. Points out important part literature has played in bringing the people of North and South America together.

Hill, Wilhelmina. "Teaching Latin American Literature in American Schools." XX (Apr. 1943), 135-139.

Stresses the need for Americans to develop a real appreciation and tolerance for their Latin American neighbors. Lists and discusses aids for such an elementary program.

Hogan, Marita, and Yeschko, Margaret. "Latin American Countries in Children's Literature." (1) XV (Oct. 1938), 225-232; (2) XV (Nov. 1938), 270-274.

Discusses significance of books on Latin America and presents a bibliography of books that describe accurately the Latin American life and satisfy a healthy and inquisitive attitude toward our Latin American neighbors.

Second article adds sections on folklore and fantasy and on nonfiction for intermediate and upper grades.

Hogan, Marita, and Yeschko, Margaret. "Latin American Countries in Children's Literature." (1) XVII (Oct. 1940), 230-234, 256; (2) XVII (Nov. 1940), 276-284.

Provides a two-part annotated bibliography of children's fiction in Latin American countries, a revision of the bibliography printed in Oct. and Nov. 1938.

Hunt, Clara Whitehill. "International Friendship through Children's Books." I (Nov. 1924), 208-209.

Describes samples of the types of books children should read to develop ideals of justice and generosity and an interest in international friendship. Because of space, lists only books for imagination, in 6 categories; includes author, publisher, and price.

Jackson, Annie I. M. "Book Friends of Many Nations." VIII (Oct. 1931), 181-184.

Presents format for children's books that could be written for purpose of acquainting children with other countries and consequently promoting in them international goodwill. Contains a list of such books.

Jordan, Alice M. "Children's Books as Good Will Messengers." VI (Apr. 1929), 104-106.

Reviews many stories about children of foreign lands for classroom use. Includes a bibliography.

Lofting, Hugh. "World Friendship and Children's Literature." I (Nov. 1924), 205-207.

Argues that if civilization is to go forward, rational internationalism is necessary and the hope of internationalism and permanent peace is only to be looked for in the enlightened development of children. Suggests two classes of books which should disappear or be counteracted: stories with racial animosity or contempt and "Boy's Book of Battle Hero" with outdated notions of war and visionary military careers. Concludes with these 7 aims that literature of world friendship should include: what was a good thing in the past is not necessarily a good thing in the present; everything that helps toward bringing up the new generation, internationally minded, should be considered; all races and nations, given equal chances for enlightenment, are in the aggregate equal; internationalism does not mean violence and bloody riots nor surrendering individual liberty; the continuance of modern militarism leads but to the extermination of man; there are many heroes besides those of the battlefield; and "God's Country is not my country but the Universe."

Mahony, Bertha E. "Far Horizons in Spring Books for Boys and Girls." VI (June 1929), 143-146.

Presents a review of 8 books relating to the study of European countries: *The Beckoning Road, Boy of the Desert, Falmouth for Orders, Hobnails and Heather, Kullu of the Carts, Prince Bantam, Saturday's Children,* and *Story Book Europe.*

Massee, May. "Children's Foreign Literature." X (Feb. 1933), 27-28, 48.

Recommends that foreign literature (both books *about* foreign countries and ***in*** the foreign language itself) be kept in libraries to enhance children's appreciation of our cultural heritage.

Monroe, Frances Taylor. "Folk Songs and Folk Lore." XIII (Feb. 1936), 46-48.

Expresses the value and relevance of folk music and folk tales. Encourages correlating them with other subject areas for a better understanding of other nations. Concludes with suggested activities to interest and inspire pupils.

Moscrip, Ruth M. "Children's Reading and World Friendliness." VII (Apr. 1930), 91-93.

Declares that goodwill among neighbors can be fostered by having children read about peoples of other countries, in classes in literature, geography, civics, music, art, and modern languages. Finds that very few of 40 children's readers contained stories of other lands, but realizes that more recent readers are touching on this subject.

Petersen, Vera D. "Dragons—in General." XXXIX (Jan. 1962), 3-6.

Discusses the place that dragons occupy in literature of many countries.

Rider, Ione Morrison. "Reading Toward World Friendliness." V (May 1928), 143-144, 157.

Discusses trend in children's literature to promote international understanding.

Salisbury, Rachel. "Book Trails Leading South." XX (May 1943), 189-194.

Reviews the leading books dealing with the topic of Latin America for the purpose of serving as a background for teachers concerned with creating a better understanding among students regarding these countries.

Smith, Dora V. "Children's Books around the World." XXXV (Feb. 1958), 81-92.

Tells of an author's attempt to locate children's books in various native languages which if translated would acquaint American children with boys and girls in other lands.

Sullivan, Mary G. "Books on Other Lands for Second Grade Literature." XVI (May 1939), 179-183.

Indicates a need to expose children to

literature about people of other countries in order to promote understanding of them and development of empathy. Provides a bibliography of literature appropriate for students and teachers.

Thomas, Macklin. "Surveying Our Soviet Ally." XX (May 1943), 183-188.
Contains brief reviews of books selected in order to promote a more sympathetic understanding by Americans of the Russian people.

Wisdom, Elizabeth B. "International Friendship in Children's Reading." II (May 1925), 157-161, 163.
Stresses sympathetic understanding of other races, a matter for education and of an education that begins at home. Wants program for schools extending over years, and lists literature to be included.

Wofford, Azile. "Standards for Choosing Books about Other Countries." XXIV (Nov. 1947), 469-475, 494.
Talks of the standards for choosing books on other countries as proposed by the committee on Standards for Books about Other Lands of the National Council of Teachers of English.

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